DOCUMENT RESUME

ED 475 680 CE 084 405

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TITLE	Texas Adult Education: Soaring Into the 21st Century. An Adult Education Administrator's Guide for Continuous Improvement and Evaluation.
INSTITUTION	Texas Education Agency, Austin. Div. of Adult and Community Education Programs.; CTB / McGraw-Hill, Monterey, CA.
PUB DATE	2002-11-00
NOTE	313p.; Also produced by Southwest Texas State University, Center for Initiatives in Education. Edited by Yvette Dunn, Ralf St. Claire and Sheila Rosenberg.
AVAILABLE FROM	For full text: http://www.tea.state.tx.us/adult/ manual/.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC13 Plus Postage.
DESCRIPTORS	Accountability; *Administrator Guides; Administrators; *Adult Education; Community Cooperation; Community Education; Curriculum; *Educational Administration; Educational Legislation; *Educational Quality; Orientation; Performance; Professional Development; Program Effectiveness; Program Evaluation; *Program Improvement; State Programs; Statewide Planning; Systems Approach
IDENTIFIERS	National Reporting System for Adult Education; *Texas

ABSTRACT

This guide is designed as an aid for the adult education administrator in the pursuit of continuous excellence and quality improvement in adult education programs in Texas. The Acknowledgments section provides an introduction, background, history, and overview of the adult education National Reporting System (NRS); overview of the NRS measures and methods; and Texas adult education performance targets. The main body of the guide comprises these nine sections: community and collaboration; adult education program and fiscal accountability; adult and community education system; program personnel; student orientation, assessment, and transition; adult education curriculum and instruction; adult education learners in the legal realm; professional development; and program evaluation. Appendixes include information on the NRS; framework of the adult basic education system; suggested web sites; and Texas adult education acronyms. (YLB)

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Texas Adult Education
Soaring Into The
21st Century

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An Adult Education Administrator's Guide

for

Continuous Improvement and Evaluation

November, 2002

CE 084 425

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Acknowledgements

The "Texas Adult Education: Soaring into the 21st Century Administrator's Manual" is a collaborative effort among the following agencies, institutions, and people. Without their knowledge, wisdom, and patience, this project would not have been possible.

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INTRODUCTION AND BACKGROUND

The purpose of this publication is to present the first annual report on Texas' Adult Basic Education Program Performance. The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th Congress has ushered in a new era of accountability, collaboration, and coordination. The overall goal of the Act is "to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants and, as a result, to improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation." The key principles contained in the Act are:

- Streamlining services
- Empowering individuals
- Universal access
- Increased accountability
- New roles for local boards
- State and local flexibility
- Improved youth programs

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult basic education and literacy services in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents, to obtain the educational skills necessary to become full partners in the educational development of their children; and
- Assist adults in the completion of a secondary school education.

One of the major intents of AEFLA was to establish performance measures to demonstrate increased accountability in line with the major goals and objectives of WIA. Section 212 (2) (A) of the Act specifies that each eligible agency (i.e. The Division of Adult and Community Education, Texas Education Agency and local grant recipients) is subject to certain core indicators of performance and has the authority to specify additional indicators. The core federally mandated indicators are:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, and English language acquisition, and other literacy skills;

- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;

- Receipt of an adult secondary school diploma or its recognized equivalent (Texas high school equivalency diploma).

HISTORY AND OVERVIEW OF THE NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION

The National Reporting system (NRS) is a project to develop an accountability system for the Federally funded adult basic education program. This system includes a set of student measures to allow assessment of the impact of adult basic education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

History of the NRS

The NRS was born in the 1990s, a decade known for its emphasis on accountability of Federal programs. During this time all publicly funded programs and agencies faced increasing pressures to demonstrate they have met their legislative goals and have an impact on their client populations. The requirement to demonstrate program impact was mandated in 1993 through the Government Performance and Review Act (GPRA). GPRA required all Federal agencies to develop strategic plans to ensure services were delivered efficiently and in a manner that best suits client needs, and to develop indicators of performance to demonstrate their agency's impact.

In March 1996, the Division of Adult Education and Literacy (DAEL) devoted its national meeting of state directors of adult education to develop a framework for program accountability. This framework specified the purposes of the adult basic education program, the essential characteristics of an accountability system and identified seven categories of outcome measures. At the March 1997 DAEL national meeting, a broad group of adult basic education stakeholders validated the framework, identified outcome measures for a new national reporting system, and discussed possible methodologies for the system. Based on these decisions, the NRS was designed and formally began in October 1997.

The proposed voluntary nature of the NRS changed in August 1998 when the Adult Education and Family Literacy Act within the Workforce Investment Act became law. This Act established accountability requirements, including that states develop outcome-based performance standards for adult basic education programs, as one means of determining program effectiveness. The NRS mandate was then expanded to establish the measures and methods to conform to the Workforce Investment Act requirements.

NRS Project Activities

The goals of the NRS project were to establish a national accountability system for adult basic education programs by identifying measures for national reporting and their definitions, establishing methodologies for data collection, developing software standards for reporting to the U.S. Department of Education and developing training materials and activities on NRS requirements and procedures. The project was designed to conduct these activities in three phases.

The first phase, *standardization,* involved the development of standard measure definitions for state and local programs, standard data collection methodologies, and software standards for automated data reporting. In the summer of 1998, interim software standards were established, methodologies were identified for pilot testing and draft definitions for use in the pilot test were distributed to adult basic education stakeholders.

The *pilot test* was the second phase of the project and was designed to have a small number of volunteer states and local programs test the draft measure definitions and proposed methodologies under realistic conditions. The pilot assessed whether the draft measure definitions worked or needed refinement, as well as looked at the costs, barriers, and other difficulties in collecting the data using the proposed methodologies. The pilot test was completed in January 1999. Measures and methodologies were revised based on the pilot test.

The third phase of the project, *training and technical assistance,* beginning in the summer of 1999, supported the state and local implementation of the NRS. The different types of assistance included instructional training packets that will be suitable for states to use in the "train the trainer" environment, technology-based materials for state and local staff that explain the NRS measures and methods, and individual technical assistance to states to support their implementation efforts.

Throughout the course of the project, an advisory board consisting of state directors of adult basic education, representatives from volunteer provider agencies, directors of local adult education programs and experts on accountability systems, has guided the project, meeting three times between December 1997 and March 1999.

OVERVIEW OF THE NRS MEASURES AND METHODS

The outcome from the first two phases of the NRS project was the development of measurement definitions, methodologies and reporting formats for the NRS, which become effective for the program year beginning July 1, 2000. The pilot phase also produced an overall framework of NRS operation at the local, state, and Federal levels.

NRS Measures

The requirements of WIA, consensus among the stakeholders and advisory board members, and the need for uniform valid and reliable data were major factors guiding development of NRS measures. Other factors affecting development of the measures included the need to accommodate the diversity of the adult basic education delivery system and the need for compatibility of the definitions with related adult basic education and training programs.

As a state-administered program, the nature of adult basic education service delivery varies widely across states in its goals, objectives and resources available to states to collect and report data. It is especially important that the definitions for outcome measures be broad enough to accommodate these differences, yet concrete and standardized sufficiently to allow the NRS to establish a uniform, national database. Similarly, other adult education, employment and training programs with which adult education works have systems of accountability and outcome measures.

The NRS includes two types of measures: (1) core and (2) secondary. The core measures apply to all adult basic education students receiving 12 or more hours of service. There are three types of core measures:

- **Outcome measures**, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education or training;
- **Descriptive measures,** including student demographics, reasons for attending and student status; and
- **Participation measures** of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

The NRS secondary measures include additional outcome measures related to employment, family and community that adult education stakeholders believe are important to understanding and evaluating adult basic education programs. States are not required to report on the secondary measures and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There are also secondary student status measures that define target populations identified in WIA. These measures are provided for states that want to report on the services provided to these populations.

Core Outcome Measures

The central measures of the NRS are the student outcome measures. The outcome measures selected represent what a broad consensus of adult educators believe are appropriate for providing a national picture of the performance of the program. The multi-year process employed by the NRS to identify and define the measures included input from state directors of adult education, Federal education officials, local education providers, representatives of volunteer literacy organizations and experts in performance accountability systems.

The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the Adult Education and Family Literacy Act of the WIA. Exhibit 1 shows how the measures relate to these requirements and goals for adult basic education stated in the legislation.

Exhibit 1

Goals and Core Indicators of the Adult Education and Family Literacy Act And NRS Core Outcome Measures

Goals of Adult Basic Education Described in the Adult Education and Family Literacy Act of WIA	Core Indicators Required by the Adult Education and Family Literacy Act	Literacy Act of WIA National Reporting System Core Outcome Measures
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.	Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.	Educational gains (achieve skills to advance educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children's educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	• Entered employment • Retained employment • Placement in postsecondary education or training
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	Receipt of a secondary school diploma or pass GED tests.

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated "work-based project learners"). To determine this measure, local programs assess students on intake to determine their educational functioning level. Each of the functioning levels describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level in which to place students using a standardized assessment procedure (in Texas – TABE for ABE/ASE and BEST for ESL). The program describes the skill areas in which to assess the student, based on student's instructional needs and goals.

In Texas, after approximately 40 hours, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the student has advanced one or more levels or is progressing within the same level. The state has discretion to establish the student assessment method used within the state, as well as procedures for progress assessment. States may also use additional educational levels and skill area descriptors, as long as they are compatible with NRS levels and skills.

The remaining core outcome measures are follow-up measures, reported some time after the student leaves the program. However, the follow-up measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two measures:

- entered employment – whether the student obtained a job by the end of the first quarter after leaving; and
- retained employment – whether the student still has the job in the third quarter after exit. This measure also applies to employed students who have a goal of improved or retained employment.

For students who entered with a goal of obtaining a secondary school diploma or passing the GED tests, there is a measure of whether the student obtained the credential.

TEXAS ADULT EDUCATION PERFORMANCE TARGETS FOR JULY 1, 2000 – JUNE 30, 2001

This section is designed to report on Texas' preliminary performance analyses of state performance data of adult education and English literacy programs, funded under Title II of the Workforce Investment Act. The data includes performance for program year beginning July 1, 2000 – June 30, 2001. The analyses use data submitted to the Division of Adult Education (DAEL), U. S. Department of Education as of February 4, 2002. As state data submissions are not yet complete and cleaned, these preliminary draft analyses are not intended for general distribution. Upon receipt of final data from DAEL for Texas, this performance report will be updated accordingly.

For purposes of showing improvement, this report will show the 1999-2000 performance data for Texas. The analyses compare state performance with state targeted performance on the 15 performance measures required by the National Reporting System (NRS). These measures are improvements in literacy skills, as defined by the NRS educational functioning levels (EFLs), for both adult basic education (ABE) and English-as-a-second language (ESL); and four follow-up measures:

Educational Functioning Levels

- ABE Beginning Literacy
- Beginning ABE
- Low Intermediate ABE
- High Intermediate ABE
- Low Advanced ABE
- ESL Beginning Literacy
- Beginning ESL
- Low Intermediate ESL
- High Intermediate ESL
- Low Advanced ESL
- High Advanced ESL

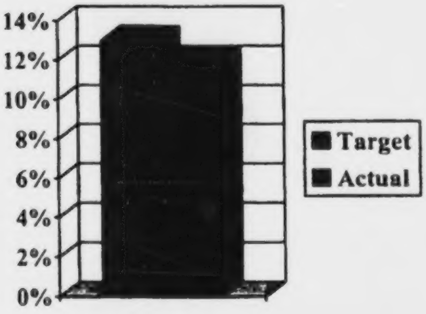
Follow-up Measures

- Entered employment
- Retained employment
- Obtained a secondary credential (GED or diploma)
- Entered postsecondary education

The performance data include 11 measures, seven of which pertain to demonstrated improvement in literacy skills within Educational Functioning Levels (EFLs) defined by DAEL (Beginning Literacy, Beginning Adult Basic Education (ABE), Intermediate ABE, Beginning Literacy English as a Second Language (ESL), Beginning ESL, Intermediate ESL, and Advanced ESL). The remaining four measures provide information about the number of students who complete high school, enter further education and training, enter employment, or retain employment. For each of these measures, DAEL and state officials established target performance levels for individual states.

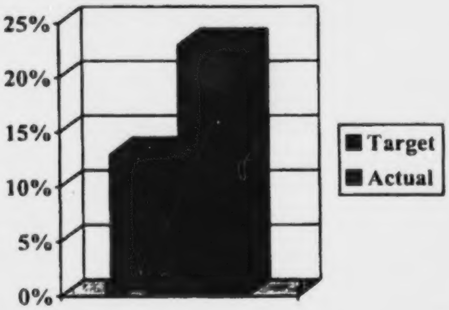
State Performance Level – Beginning Literacy Target and Actual Performance

In 1999-2000



Did not meet target by 1%

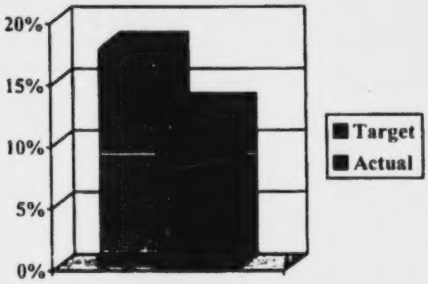
In 2000-2001



Exceeded target by 10%

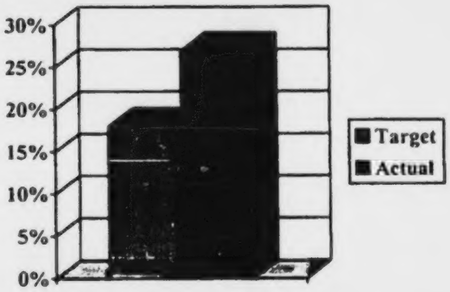
State Performance Level – Beginning ABE Target and Actual Performance

In 1999-2000



Did not meet target by 5%

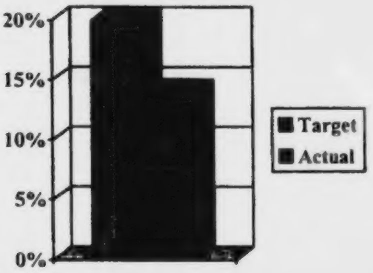
In 2000 - 2001



Exceeded target by 9%

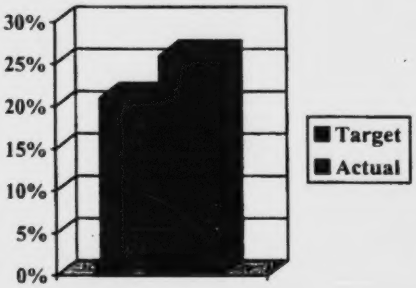
State Performance Level –ABE Intermediate Low Target and Actual Performance

In 1999 – 2000



Did not meet target by 5%

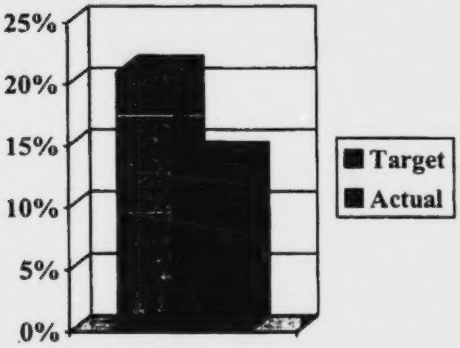
In 2000 – 2001



Exceeded target by 5%

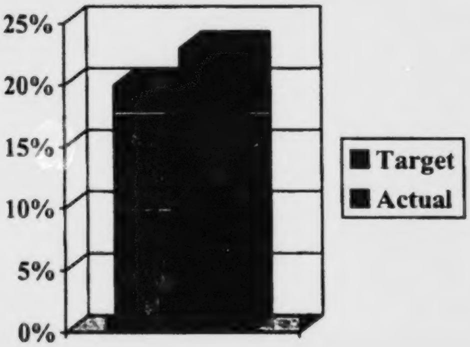
State Performance Level – ABE Intermediate High Target and Actual Performance

In 1999-2000



Did not meet target by 7%

In 2000-2001

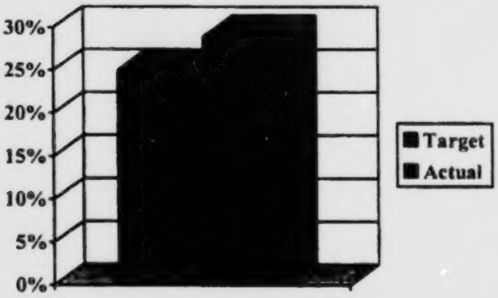


Exceeded target by 2%

State Performance Level – Low ASE Target and Actual Performance

In 1999-2000

2000-2001



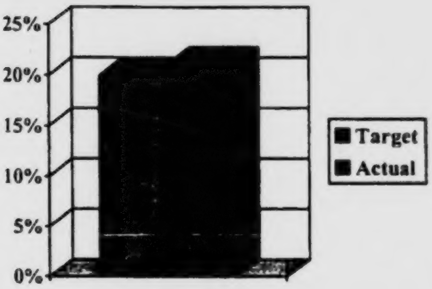
*In 1999 this level
was not yet developed.

Exceeded target by 4%

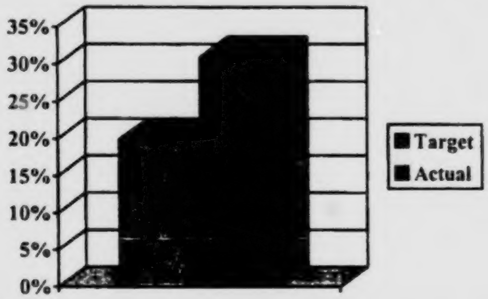
State Performance Level – Beginning ESL Target and Actual Performance

In 1999-2000

2000-2001



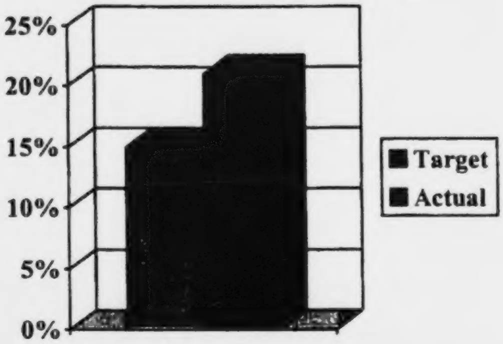
Exceeded target by 1%



Exceeded target by 11%

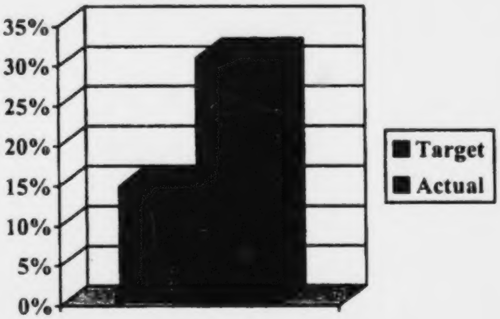
State Performance Level – Beginning Literacy (ESL) Target and Actual Performance

In 1999–2000



Exceeded target by 6%

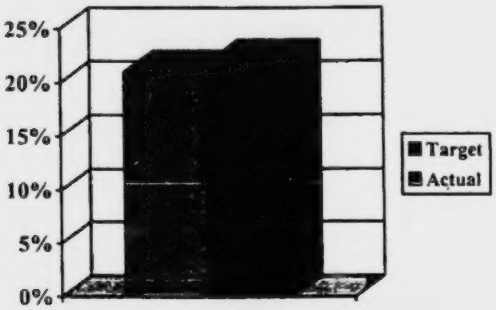
In 2000–2001



Exceeded target by 16%

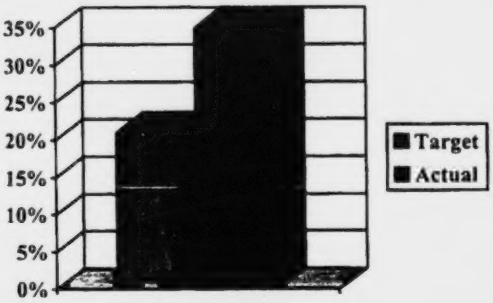
State Performance level – ESL Intermediate Low Target and Actual Performance

In 1999 - 2000



Exceeded target by 1%

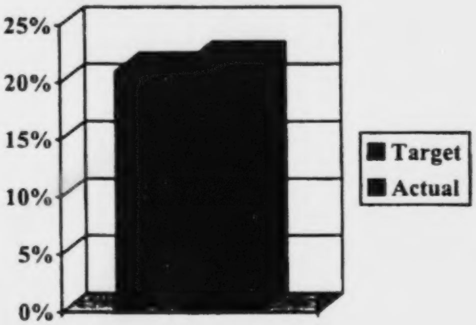
2000 – 2001



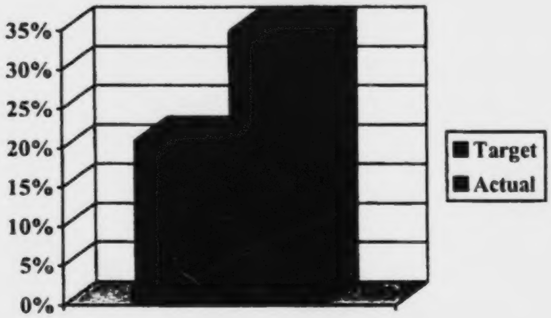
Exceeded target by 14%

State Performance Level – ESL Intermediate High Target and Actual Performance

In 1999-2000



In 2000–2001



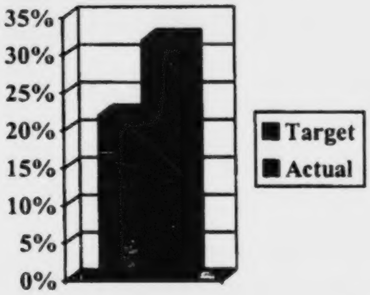
Exceeded target by 1%

Exceeded target by 14%

State Performance Level – ESL Advanced Low Target and Actual Performance

In 1999-2000

In 2000-2001



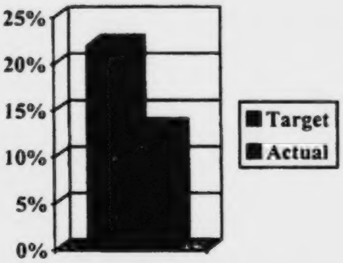
In 1999 this level
was not yet developed.

Exceeded target by 10%

State Performance Level – ESL Advanced High Target and Actual Performance

In 1999–2000

In 2000–2001



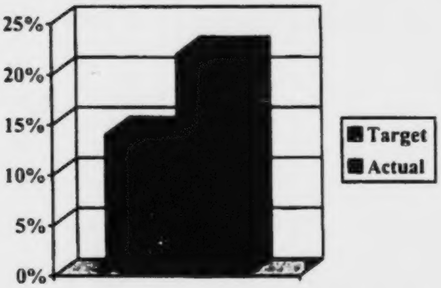
In 1999 this level
was not yet developed.

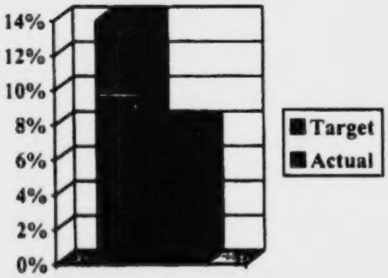
Did not meet target by 9%

Entered Employment Target and Actual Performance

In 1999-2000

In 2000-2001





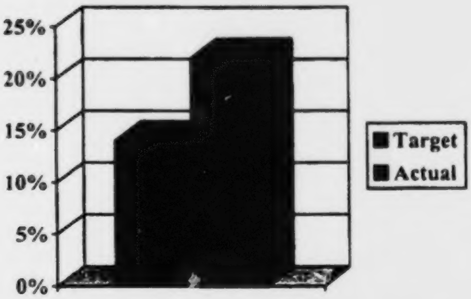
*Exceeded target by 8%

*Did not meet target by 6%

[*Self reported by local programs]

Retained Employment Target and Actual Performance

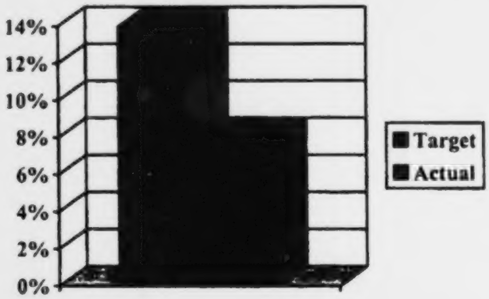
In 1999-2000



*Exceeded target by 8%

[* Self reported by local program]

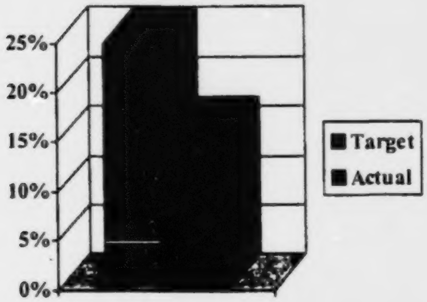
In 2000-2001



*Did not meet target by 6%

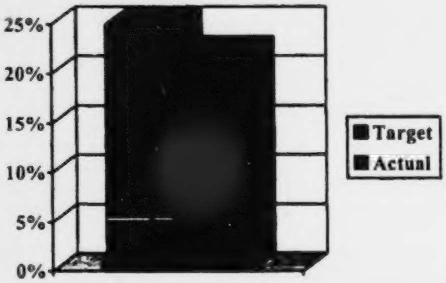
GED Target and Actual Performance

In 1999-2000



Did not meet target by 9%

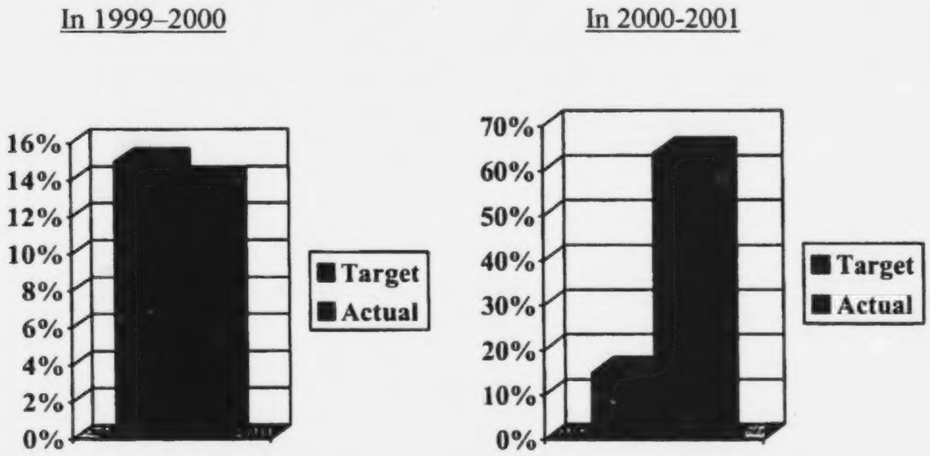
In 2000–2001



+Did not meet target by 3 %

[+After first seed record match, another match will be available and added to this report.]

Placement in Postsecondary Education Target and Actual Performance



*Did not meet target by 1%
[* Self reported by local program]

*Exceeded target by 49%

PART II: NARRATIVE DESCRIPTION

Introduction

The adult education program in Texas provides literacy, English language, basic academic and life-coping skills, and secondary level competencies for out-of-school youth and adults beyond the age of compulsory school attendance who function at a less than secondary completion level. The program enables educationally and/or economically disadvantaged adults to secure education necessary for literate functioning, effective citizenship, securing employment, advancing to job training or higher education opportunities. The adult education program is mandated by the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act, P.L. 105-220).

Philosophy Every Texan, regardless of age, is entitled to a basic education.

Mission The mission of adult education and literacy is to ensure that all adults who live in Texas have the skills necessary to function effectively in their personal and family lives, in the workplace, and in the community.

Family Literacy Mission In Texas, family literacy will be supported through an established consortium to promote family literacy coordination of education services for families. All families have access to family literacy and support services ensuring that families will develop a strong educational foundation in order to reach their full economic, social, and personal potential while embracing that learning is lifelong.

PART II: NARRATIVE DESCRIPTION

The Adult Education Annual Performance Report summarizes accomplishments for the period of July 1, 2001 through June 30, 2002. The narrative summarizes accomplishments of objectives listed in the Texas State Plan for Federal Adult Education funding and the Workforce Investment Act.

1. **Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.**

Achievement/in process:	Development of a standardized ESL orientation content is being piloted through state leadership activities with local programs for implementation in local programs in 2002 which will improve student retention and student progress.
Achievement/completed:	C.B. McGraw-Hill – publisher for the TABE test conducted regional training for the state in October, 2001 to improve testing procedures and interpretation of TABE results for local programs for improved student placement and ultimately, student progress.
Achievement/completed:	The State Office GED 2002 training has trained 476 teachers in the GED 2002 since July 2001. There are 26 cadre of trainers. The State Office has conducted 25 trainings across Texas to date. Other trainings are scheduled for the ending months of 2001. In January and February, 2002 the State Office and its training cadre will do follow-up instructional strategy trainings.
Achievement/in process:	The State Office is promoting health literacy across Texas in all of its family literacy and adult education programs. Health literacy in three areas (preventative, clinical, and navigating the medical system) i being integrated into the Texas standardized curriculum framework in the spring of 2002. The health literacy initiative was promoted during an Adult Administrators Institute held in August, 2001 and at subsequent meetings and conferences in 2000-2001.

Currently, an informal teacher health literacy survey is being distributed to ascertain the awareness of health literacy in adult education and family literacy programs, what health literacy topics are taught in the classroom and the professional development needs of the teachers as it pertains to health literacy. The health literacy initiative will be guided by the needs of the Texas adults and their families in our programs for the coming year.

Achievement/in process:

Texas adult education will continue to refine strategies and approaches for the recruitment and retention of adult education instructors. In January, 2002 a long range vision and plan will be developed for Adult Education Professional Development which will involve the State Office professional development team (4 staff members) and will expand to include an advisory committee consisting of local practitioners who will advise the State Office on professional development needs of the field.

The State Office has set priorities for learning disabilities, preparation for new GED tests in 2001, proper administration of TABE and BEST tests, technology, health literacy, and professional credentialing as specific areas for training in this past year. Some of these initiatives will continue into 2002.

Achievement/in process

Calendar year 2001 – 2002 the State Office with the guidance and leadership of NIFL, is providing staff development to literacy programs and adult education programs in the areas of disabilities awareness, demonstration projects development for FY 2002-2003. These demonstration projects will be under the guidance of the U.S. Department of Health and Human Services to provide training programs for TANF workers. Texas adult education is on a potential list to participate with HHS in this project. In addition, this past year, the State Office has put a listing of clinical psychologists by regions on the Adult Education and Literacy listserv for local programs to contact these practitioners for learning disabilities testing, assessment, and diagnosis. Those who charge on a sliding scale have been noted.

Achievement/ongoing: In 2000-2001 the State Office P.D. team has also been collecting information from other State's professional development plans and will be using that information in formulating a long range vision for professional development for adult education in Texas. A practitioners task force consisting of local instructors and some administrators will be formed to provide ongoing input for continuous improvement for the professional development long range plan for Texas Adult Education.

Achievement/in process: An improved web site for the State Office has been set up to provide local programs and all adult educator sin Texas with links to many national sites for on line professional development training (www.tea.state.tx.us/adult/index.html). In 2002 the web site will be synchronized with the developing Texas professional credentialing project for online accreditation .

Achievement/in process: The State Office has begun the process for implementing a credentialing system for professional Adult Educators in Texas for 2002. Credentialing will provide a standardized system for professional development and accrediting policies for adult educators in Texas, and ensure program quality to our students and taxpayers. Literacy needs and quality of life issues for our students demands that adult educators be trained in theory and in the practice of andragogy in a manner that is systematic and consistent across the state.

Achievement/in process: The State Office is piloting for NIFL an EFF- ESL/National Retailers Assn/Texas Retailers Assn. industry-Specific curriculum developed by National Retailers Association and NIFL for sales and customer service. The curriculum provides a student certificate after completion of 180 hours and an internship with local retailer. The pilot projects are being conducted in the colonias and dislocated worker sites (2 projects) in Brownsville and Edinburgh, Texas in the Rio Grande Valley near the border of Texas and Mexico. The pilots began in July, 2001 and are being extended into the spring of 2002 due to a late start up by one of the pilots. The other pilot project is finding that very low literacy level ESL students need to be tutored in the basics prior to entering the sales and customer service curriculum.

The pilots will be expanded throughout the Southern border area of South Texas in the spring of 2002 with additional funding received from the WIA Incentive Funds. It is I intended that findings from the pilots will be shared with NIFL and EFF for corrections and further expansion of this curriculum nationwide and in preparation for the development of other industry-specific curricula.

Achievement/Completed/

First annual Adult Education Directors' Institute was held August 21-23, 2001. Those directors completing the Institute will be able to receive certification towards their adult education professional credential. The credentialing system will be put in place statewide for Texas adult ed professionals in 2002.

An Adult Education Directors' manual accompanied the Institute and is now online on the Texas Adult Education web site [www.tea.state.tx.us/adult/index.html]. A survey is being conducted by Texas A&M University adult education staff to determine how the Directors are using the manual. The results will be available in September, 2002.

Achievement/ongoing:

The Texas Adult Education web site has been upgraded and includes many new resources and services to our internal and external customers. The web site address is: www.tea.state.tx.us/adult/index.html

Achievement/completed:

The Division coordinated with the Texas Center for Family Literacy (University of Texas – Austin) November 13-15, 2001 and their symposium to provide Even Start training for ALL adult educators. This training is complimentary to the Adult Education Directors' Institute held in August, 2001. Certification with CEU's will be given to professional staff attending specific sessions that may be used towards professional credentialing in adult education in Texas.

Achievement/ongoing:

The Division and its subcontractor, Texas Center for Adult Literacy and Learning (TCALL) at Texas A&M University, are providing web site links to the Florida online GED training and other online training for adult educators through other internet links. Southwest Texas State University (SWT), a subcontractor, through its technology grant with the Division is placing professional development courses online for local program access in 2002. SWT also provides training over satellite conferencing to local programs on how to build local capacity in the use of technology in instructional settings.

Achievement/ongoing:

The Adult Education Professional Development Consortium consisting of five Texas Universities has provided specific professional development services/projects to local programs. Those activities and projects involve:

- ABE and ESL new teacher institutes
- Teacher action research
- Workforce literacy training and technical assistance
- Integrating technology into adult education
- Adult education teacher credentialing model (field testing)
- Adult literacy volunteers training and technical assistance
- Adult literacy clearinghouse (TCALL) which provides materials distribution, newsletter, maintains statewide listserv and website, provides delivery system for the BEST test to local programs and is able to provide significant cost savings to programs for the test by doing so [total savings since bulk purchasing began in spring of 1999 - $305,123.87].

Achievement/completed:

The State Office staff's job descriptions have been expanded and upgraded to include additional duties for providing more formal technical assistance to local programs on program improvement and operating within the grant structure. Lead staff have been selected to head up teams for content specific areas such as ESL, EL/Civics, EFF, GED 2002, refugees, health literacy, learning disabilities, curriculum, and professional development.

For continuous improvement in developing their own skills in these areas Division staff are attending appropriate trainings, meetings, and serving on state and national task forces to add to their skills banks in adult education.

Achievement/in process: The State Office will form a professional development advisory committee in the spring of 2002 consisting of statewide local program representatives. This group will serve as a focus group and advise the State Office on professional development needs for local programs statewide.

Achievement/in process: Two State Office staff are serving on a national task force for the National Adult Education Professional Development Consortium (NAEPDC) with the task of recommending training topics for States' adult education staff.

Achievement/completed: A State Office staff member was chosen to present GED 2002 lesson plans at the University of Tennessee's Center for Excellence from the national GED 2002 training workshops (July, 2001).

The State Office will investigate in the next program year new 21st century methods and approaches for delivering professional development that are more cost effective than face-to-face training. These approaches have their advantages in a state the size of Texas where budgets can be consumed in travel.

The State Office has continued to fund the KET GED 2002 Connections series that is aired on PBS this program year. Special projects are providing training over satellite conferencing to local programs on how to build local capacity in the use of technology in instructional settings. In the end of 2001 and through 2003, Texas A&M University (Texas Center for Adult Literacy and Learning) is reproducing the series at minimal cost to local adult literacy and adult education programs statewide.

2. **Describe any significant findings from the Eligible Agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.**

There have been many "systems" changes in adult education in Texas in 2000-2001 that mirror the Workforce Investment Act for program accountability and performance. Such changes include, but are not limited to:

- Piloting a standardized curriculum framework with core competencies and certification for students
- long range planning for professional development aligned with statewide "system" goals
- improving program reporting by requiring quarterly reporting of programs
- training local program directors how to use data for improved program performance
- improving navigation and the interactivity of MIS so that it is more user friendly for local programs
- streamlining RFA
- restructuring assignments with professional consultants to regional areas for technical assistance, compliance and monitoring functions
- cross training of all state staff
- moving to risk-based monitoring system
- planning and implementation of a long range learning disabilities resource mapping and training plan for local programs
- professional development long range plan
- statewide adult education professional credentialing system in process towards receiving certification

Under Workforce Investment Act the federal law requires that all local programs be evaluated annually. The Indicators of Program Quality for Texas have been incorporated in the Texas Adult Education monitoring system for evaluating local programs, along with performance goals for student recruitment, retention, and learning gains.

Monitoring is the process by which State Office program consultants evaluate the operation of local programs for compliance with established legislation, policies, rules, and regulations; and against established performance criteria developed from the Indicators of Program Quality.

In 2001 – 2002 the State Office is implementing the monitoring system required under WIA which is characterized by: (a) collaboration with local providers in the monitoring process in such a way that the responsibility for ensuring program compliance and program quality is shared by the state agency and the local service provider; and (b) the evaluation of programs against standards which are established and understood by all parties and are based on data. The local programs are required to complete a self review instrument, a desk review to be performed by the State Office program consultants, and an on-site review to be performed jointly by both state and local staff.

Data sources used for monitoring include but are not limited to the following:

- annual performance report required by the US Department of Education;
- student survey of programs;
- follow-up survey of former students
- annual staff development report submitted by each program
- application for funding

In the spring of 2002 all local programs will be evaluated using data sources to include:

- local program self evaluation
- desk review by state staff
- quarterly MIS data for each program (new procedure)
- quarterly financial reports (new procedure)

A local program report card will be provided to each program on how they are doing. Those programs deemed low performing will be provided with technical assistance and placed on a time frame for making improvements.

Achievement/in process: In May, 2001 with the assistance of a Florida adult education team, 19 pilot projects geographically positioned throughout the state were implemented to pilot the Florida statewide curriculum framework and standards so instructors "will know what to teach" for ABE, ASE, and ESL in Texas. The pilots continued through November, 2002. Qualitative and quantitative data has been collected (August and November, 2001) by the pilot projects for improving the curriculum framework for statewide implementation in spring of 2002. Objectives of the pilots:

* Instructors in designated local programs implement and test the curriculum framework and standards for a period of six months.

* Instructors from the pilot projects will come together at the completion of the pilots to discuss their results and make recommendations for the curriculum framework and standards across all local adult education programs statewide.

- Implement the curriculum statewide in the spring of 2002.

* A practitioner curriculum task force will be formed from representatives of the pilot project instructors to serve as a planning and training team for any further implementation of the curriculum statewide.

Achievement/in process: The web-enabled MIS system continues to be used to maintain student and program records. Many upgrades and enhancements to the system have been implemented in the MIS in 2000-2001 that are more user-friendly for local programs in managing their program performance and quality improvements. Some of the major improvements in 2001 were:

* Improved screen navigation providing easier use and greater speed by the end users
* Added "gain" as a variable increasing end users' ability to measure student results
* Added "options" to reports increasing end allowing for improved end user flexibility in reporting.

Additionally, the Agency is purchasing new software (called Microstrategy) that will be available to local adult education programs in Texas that will enhance and add to current reports the MIS runs for analyzing local program data for program planning, management, and improvements.

Achievement/in process: The State Office is exploring the potential of developing curriculum for the deaf and hearing impaired populations with several non-profit organizations in Texas. The curriculum would be tested in a rural and an urban setting for statewide distribution in adult education and literacy programs in Texas.

Achievement/in process: The State Office is participating in the Agency's Balanced Report Card certification process in an effort to improve our performance and productivity and, ultimately, to improve our services to local programs.

Achievement/completed: All RFAs have been streamlined for improved reader understanding and application completion to our customers.

Training for readers of applications is conducted prior to the application review to ensure more consistency in the review process.

Achievement/completed: All RFAs for grant proposals are now placed online on the Texas Adult Education web site in an effort to improve our services to our local programs/customers.

Achievement/ongoing: Business meetings have been held twice this year (January and July) and will be held every year at this time. The purpose of these meetings is for information sharing on new federal and/or state regulations/legislation/program changes and other business deemed important for sharing with the Directors. The meetings are also for question and answer sessions with the State staff.

In January, 2002, both Even Start and Adult Education programs administrators will attend the winter business meeting in order to improve their community partnerships, resource sharing and maximum capacity building between the programs.

Achievement/ongoing: The State Office has worked vigorously with local programs in the business meetings and trainings in 2001 to upgrade their skills in analyzing their data from the ACES system for improved program management and improvement in program performance.

In 2001-2002 instructional strategies and products that use web-enabled Internet instruction for students to provide more immediate accessibility and to move students faster through programs will be investigated. Such a product may be implemented in conjunction with the curriculum pilot projects to support the computer technology core competencies to test its usage with students.

The State Office continues funding for the operation of an adult education clearinghouse and resource center at Texas A&M University (Texas Center for Adult Literacy and Learning) that collects and disseminates information about advances in adult education, including curricula, methods, materials, program models, and research.

3. **Describe how the Eligible Agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment boards, the provision of core and other services through the One-Stop system and an**

estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.

In FY 2000-2001 the Texas Education Agency continued their successful coordination with the Texas Department of Human Services (TDHS) and the Texas Workforce Commission (TWC). As an example, the combined databases of TDHS and TWC provide data to the Texas Education Agency on an annual basis for use in the allocation of TANF funds to adult education fiscal agents. Adult Education programs continue to successfully coordinate their TANF programs with any projects in their geographic areas. This coordination with projects provides a more coherent program that integrates adult education instruction with other services necessary for TANF recipients to move to self-sufficiency. The State Office in cooperation with TDHS was successful through Rider 39 of the last legislative session in adding another eligible category to serve TANF recipients.

Success for the TANF program for FY 2000-01 can be noted by the following data:

- A total of 5, 814 TANF students received adult education services
- TANF students attended class for a total f 675,968 contact hours
- A total of 62% of TANF students completed at least one level
- A total of 73% of TANF students continued in an adult education program and moved to a higher level

In 2001 the State Office is working more closely with the Texas Rehabilitation Commission and state and national groups associated with the blind and hearing impaired in an effort to build a statewide plan for responding to learning disabilities resources for our local programs.

The State Office is actively promoting volunteerism in local adult education programs. At the local level, programs coordinate with VISTA and Americorps volunteers. Many local programs work with local libraries that have established literacy programs or places to hold adult education classes. Local programs continue to improve in their linkages with businesses and religious organization to implement literacy programs.

The State Office coordinates with such state resource groups as: Texas Adult Probation Commission, Texas Higher Education Coordinating Board, Texas Workforce Commission, Texas Council on Workforce and Economic Competitiveness, Texas Department of Aging, Texas Department of Human Services, Texas Department of Mental Health and Mental Retardation, Texas Rehabilitation Commission, Texas State Library, Texas Department of Criminal Justice, and numerous state university, colleges, and community colleges.

The State Office presented as a member of a panel for the newly forming Texas Association of Adult Literacy Councils (TAALC) at a meeting in August discussing closer working partnerships with local literacy community based organizations and adult education programs. The State Office has encouraged the coordination of TAALC and the state adult education organization (Texas Association of Adult Literacy and Adult Education) for the annual conference/meeting in Ft. Worth, Texas in January, 2002.

4. Describe successful activities and services supported with EL/Civics funds, including numbers of programs receiving EL/Civics grants and estimate the number of adult education learners served.

For fiscal year 2001-2002 the Adult Education Division of the Texas Education Agency funded 19 EL/Civics programs, which served approximately 4000 adult learners. Because this is the first year for EL/Civics funding in Texas, the Adult Education Division has no outcomes to report at this time. This first year, the State Office has provided technical assistance to El/Civics program with the implementation of their classes by encouraging them to meet specific goals of their students through instruction that is contextualized and rooted in the learners' experiences.

Examples of the activities being provided in Texas EL/Civics classes include:

(1) If a particular class has its as its goal to become a naturalized citizen, then the instruction and lessons focus on providing enough procedural information, content, and language to enable them to successfully complete the naturalization process and become American citizens. Activities to facilitate these lessons include a visit from a state or national representative, a guest speaker from the INS, a mock election in the classroom, or voter registration in the classroom.

(2) If the learners' goals do not include citizenship, then the instruction and lessons lend themselves to assisting learners to understand how and why to become informed and responsible members of the community. Activities associated with these kinds of classes include visiting the library and getting a library card, a policeperson visiting the class and explaining what to do if pulled over while driving. Another activity used is a Neighborhood Watch presentation by a police officer, IRS presentation on paying taxes as contract laborers, and having students view a video on the Heimlich maneuver and then performing hands-on practice.

For fiscal year 2002-2003 the State Office anticipates tripling the number of programs funded for EL/Civics in Texas. As the number of funded programs increases for the next fiscal year, the State Office expects these programs to narrow the focus of their instructional goals and combine citizenship preparation with civic preparation to include :

(1) education about the naturalization process,

(2) preparation for the oral and written exams including teaching literacy and language skills, and
(3) instruction on the virtues of citizenship.

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Appendix E Texas Adult Education Annual Performance Report

Foreword and Vision Statement

The five-year Texas state plan (July 1, 1999 through June 30, 2004) for adult education and family literacy states that the vision and mission of adult education and family literacy programs in the State of Texas are:

Vision Statement

Every Texan, regardless of age, is entitled to a basic education.

Mission Statement

The mission of adult education and literacy is to ensure that all adults who live in Texas have the skills necessary to function effectively in their personal and family lives, in the workplace, and in the community.

Today's multifaceted educational challenges require program administrators in adult education to fulfill numerous roles in their organizations including those of leader, manager, and educator

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(Educational Leadership, 1999). In the field of adult education, with its limited resources, these multiple roles frequently overlap.

Quality management must precede quality instruction. Leaders and managers in adult education face infinite challenges, which include:

- securing and allocating resources to address competing priorities;
- developing and promoting the organization's mission, goals, and objectives;
- making increasingly complex technology accessible;
- meeting the needs of diverse student population;
- employing and supervising an ever-changing instructional staff;
- initiating and advocating for changes that promote program improvement;
- advocating for the field of adult education;
- responding to the changing demands for program accountability;
- encouraging problem solving and team building among staff; and
- collaborating with other agencies to provide comprehensive delivery of services.

In addition, adult education administrators often rise from the teacher ranks and are not likely to have received training on administration and management principles.

As educators, program administrators face the challenges of maintaining up-to-date knowledge of research on adult learning instructional strategies, learner assessment and curriculum design; demonstrating a commitment to life-long learning; and, encouraging and supporting staff participation in professional development.

Meeting these challenges requires a wide range of competencies. All program administrators may not have all the requisite competencies, nor would every program expect proficiency on all possible skills that an administrator may need. Each administrator, however, possesses unique strengths and can build on those strengths while he or she strengthens his or her competencies in other areas through career experiences and carefully crafted professional development. To that end, this manual is to be an aide to the adult education administrator in the pursuit of continuous excellence and quality improvement in adult education programs in the State of Texas.

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NOTES

Section I: Community and Collaboration

Successful collaborations between adult education programs and the communities that the programs positively affect require considerable effort in the beginning phase and require continuous attention in order to be sustained. Six categories of success factors for collaboration are: environment, membership, process/structure, communication, vision, and resources (Mattessich & Monsey, 1992). These success factors lend themselves to the creation and maintenance of collaborations that prove effective for all involved parties: students, adult education programs, the business community, and the social community.

Environmental elements often create the impetus for getting started and provide clues to gauging the degree of difficulty that might be encountered. Even when the environment is less than optimal, collaborating partners should consider strategies and tactics for improving the climate. Environmental elements that assist the success of collaboration contain strong leadership and a convergence of needs and interests, legislative priorities, and the readiness of some agencies to work together for non-duplication of efforts and of sharing of resources. A project goal may be to develop a collaborative process using a shared governance approach to support the activities developed with a shared outcome to serve adults needing academic, employment, and/or training services. What is important is to take that first step.

Manageable collaborations strike a balance between the breadth and depth of membership. Both providers and consumers of services are represented. Most important is understanding how organizations operate, their cultural norms and values, and their limitations and expectations. This is important because each member of the collaboration has specific laws and mandates which apply to that specific organization. For example, agencies will have to educate partners regarding limitations that both data privacy laws and related liability concerns impose, and the limitations that regulated use of multiple state or federal funding streams impose. Overlapping duplicative data collection and reporting requirements are examples as well.

Collaborating groups are cautioned not to create new bureaucracies. Instead, structures should be designed to facilitate information exchange, decision making, and resource allocation (Winer & Ray, 1994). Partners have a stake in the process and outcomes. Decision making is participatory. The group is flexible in organizing itself to accomplish tasks and remains adaptable to change so that as new members are identified, they (new members) are encouraged to participate. For example, technical and compatibility issues are surely to arise; these issues are discussed and resolved among the partners. Partners also agree to provide comprehensive approaches for matching available literacy resources to client's needs. ***At all times, the client should be the focus***.

Good communication is a key to building trust in collaborations. Communication is enhanced through setting up systems – personal, paper, and electronic – for information sharing, clarifying each entity's responsibilities, clearly expressing expectations, and *listening.* Collaboration requires that partners communicate their diverse customs and organizational cultures, use of language, preferred ways of working and types of power (Winer & Ray, 1994). The communication must be open and frequent, using formal and informal channels. For example, project partners must collaborate with one another to eliminate duplication of intake information on the same clients whom numerous agencies often serve. Privacy issues for clients may be discussed among all partners for their similar and different requirements. Professional development training and materials are provided for cross-training purposes among the partners.

Collaborative partners should have a shared vision (which leads to the creation of the big picture) of what they are trying to achieve, with an agreed-upon mission, objectives, and strategies. Their purpose should be unique; that is, overlapping but not duplicating the mission of individual organizations. A shared vision builds trust and commitment. This vision must reflect responsiveness to the community and to the big picture of which the collaboration should be an integral part. Concrete, attainable goals for accomplishing the vision heighten enthusiasm and sustain momentum (Melaville & Blank, 1993); Winer & Ray, 1994).

Resources cannot be forgotten in the mix – funding, technology, staff, training, and contacts. Financial resources include those that member organizations are able and willing to commit and those that the group obtains from outside sources. Such outside resources may be comprised of in-kind contributions on the part of the partners including: paid staff time; facilities, including custodial services; utilities; supplies; materials; or volunteer time. Human resources that can be committed to projects can include skilled coordinators, committed leaders, and a bountiful mix of knowledge, skills, and abilities among the collaboration's members.

The benefits of collaboration can include the delivery of services where they have never been delivered before, and often resulting in fewer resources; resolved propriety issues between organizations and agencies; a gain in ownership among all parties; establishment of a systematic and consistent approach to problem solving; provision of a cost savings and the potential for additional revenue generation. Shared resources can increase maximum capacity building capabilities and provide added resources to the programs and services of all participating partners.

A real partnership is vital to the success of any collaboration effort. Yet, what is a real partnership? A real partnership is more than a paper agreement (Rosenberg, 1994). It demands time, resources, patience, flexibility, hard work, and commitment from each partner. Developing a real partnership is essential to successfully negotiating a common set of goals from the different needs and agendas of the partners. The clearer the common goals, the stronger the partnership and vice versa. Trust, mutual respect, and understanding must be established, and long-range planning and open communication are crucial in achieving this relationship.

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NOTES

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II.A ADULT EDUCATION PROGRAM ACCOUNTABILITY

II.A.1 NATIONAL REPORTING SYSTEM

Adult education program accountability in the State of Texas follows the principles and guidelines that are outlined in the National Reporting System (NRS) for Adult Education. NRS is a project that the U. S. Department of Education has funded through the Office of Vocational and Adult Education, Division of Adult Education and Literacy. This reporting system "includes a set of student measures to allow assessment of the impact of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures" (National Reporting System for Adult Education, 2000, p. 1).

A copy of the NRS Implementation Guidelines and the corresponding web site may be found in the Appendices, page 135, along with a copy of the Framework of ABE Program System (page 136). It is the responsibility of the adult education administrator to become familiar with and understand how to implement these guidelines.

A copy of the Texas Adult Education Annual Performance Report 2000-2001 is contained in the Appendices. The report contains the National Reporting System Adult Education performance for Texas submitted to the federal office annually.

II.A.2 INDICATORS OF PROGRAM QUALITY FOR ADULT EDUCATION AND FAMILY LITERACY PROGRAMS

In 1993, the Indicators of Program Quality (IPQs) for Adult Education were incorporated into local program evaluations as the National Literacy Act required. The U. S. Department of Education and the Texas State Board of Education approved the IPQs. These approved IPQs provide the framework for the scope and content of Texas Adult Education Programs through listing specific goals and measures for the domains of: learner outcomes, program planning, recruitment of and support services for educationally disadvantaged adults and other undereducated adults, curriculum and instruction, professional development, and student retention. The domains, as well as the specific goals and measures for each, are described beginning on page 11 and ending on page 18.

INDICATORS OF PROGRAM QUALITY FOR ADULT EDUCATION AND LITERACY PROGRAMS

Area: Learner Outcomes

1. Academic Development Adult learners demonstrate increased proficiency in oral and written communication, problem solving, and numeracy in the context of real world competencies.

   This means that:
   - oral and written communication proficiencies are an established part of the program;
   - problem solving proficiencies are an established part of the program;
   - numeracy proficiencies, as appropriate, are an established part of the program; and
   - measurement is directly related to the outcomes.

   Measure Assessment demonstrates student progress toward collaboratively defined proficiencies in oral and written communication, problem solving, and numeracy in the context of real world competencies.

2. Real World Applications Adult learners demonstrate improved capacity to participate responsibly and productively as lifelong learners.

   This means that:
   - real world competencies are an established part of the program outcomes; and
   - measurement is directly related to the outcomes.

   Measure Assessment demonstrates student progress toward collaboratively defined real world competencies.

3. Preparation for Transition Adult learners demonstrate progress toward attainment of skills and/or credentials that will allow them access to further education or training opportunities.

   This means that:
   - outcomes for transition are an established part of the program; and
   - measurement is directly related to the outcomes.

   Measure Assessment demonstrates student progress toward collaboratively defined transition proficiencies.

4. Work Force Development   Adult learners demonstrate increased proficiency in academic skills needed to enter the work force and/or progress in the high performance work place of the 21st Century.

This means that:
- outcomes for participation in the work force are an established part of the program;
- measurement is directly related to outcomes; and
- instruction addresses competencies outlined in SCANS -- resources, interpersonal, information, systems, and technology.

Measure Assessment demonstrates student progress toward collaboratively defined work force proficiencies.

5. Personal Development   Adult learners demonstrate increased proficiency in setting personal goals, assessing their own progress, and incorporating changes as needed.

This means that:
- personal development outcomes are an established part of the program; and
- measurement is directly related to the outcomes.

Measure   Assessment demonstrates student progress toward collaboratively defined proficiencies in setting personal goals, assessing their own progress, and incorporating changes as needed.

Area: Program Planning

1. Needs Assessment   The program planning process is guided by an extensive needs assessment of the target population to be served.

This means that:
- the needs assessment reflects the community demographics;
- the needs assessment includes local work force requirements;
- the needs assessment reflects perceived needs of learners;
- the needs assessment considers available resources; and
- the needs assessment considers barriers to access to adult education and literacy programs.

Measure (a) The needs assessment indicates that community demographics, perceived needs of learners, data about available resources, and data about barriers to access to adult education and literacy programs is used.

Measure (b) The program's plan of action is based on the needs identified by stakeholders in the needs assessment process.

2. Participatory, Evaluation-Based Planning The program planning process is ongoing, participatory, and based on formative and summative evaluation.

This means that program planning:

- reflects collaborative input from representatives in the community, including both public and private sectors;
- is broad-based;
- reflects the need for upgrading learner's work force skills; and
- reflects input from the targeted population;

This means that evaluation

- is collaboratively developed;
- determines the accomplishment of program goals and objectives;
- is timely and provides managers with feedback about implementation and the need for mid-course corrections;
- includes students in evaluation procedures; and
- involves both quantitative and qualitative measures.

Measure: (a) Evidence indicates that the program plan results from on-going collaboration with stakeholders, including, but not limited to, employers.

Measure: (b) Evidence indicates that the program goals, objectives, outcomes, and implementation procedures are collaboratively reviewed and appropriate adjustments are made based on formative and summative evaluation.

Area: Recruitment of Educationally Disadvantaged Adults and Other Undereducated Adults

1. Identified Needs Program recruitment is based on identified needs of educationally disadvantaged adults and other undereducated adults.

This means that:

- recruitment reflects outreach efforts to adults who may have been unaware of or reluctant to use adult education and literacy services;
- recruitment reflects the needs of unemployed adults;
- recruitment reflects the needs of individuals who are unable to function independently in society; and
- recruitment reflects the personal development needs of adult learners, including, but not limited to, parenting skills.

Measure Evidence indicates that recruitment is the result of an organized, on-going collaboration among stakeholders.

2. Appropriateness Recruitment strategies are appropriate for the target group(s) being recruited.

   This means that:
   - recruitment strategies are proven to be effective in recruiting specific targeted groups; and
   - recruitment strategies are consistent with program outcomes.

   Measure Evidence indicates that the identified target learner groups are being recruited through effective, appropriate activities.

AREA: CURRICULUM AND INSTRUCTION

1. Adult Learning Theory Curriculum and instruction are based on learner outcomes, are consistent with and supportive of adult learning theory, and are supported by research and knowledge of effective practice.

   This means that:
   - the instructional program is built upon the language, experience, and prior knowledge of the learners;
   - learners have input into and help make program choices;
   - grouping is flexible and exists to facilitate learner collaboration;
   - learning is active and interactive;
   - the language skills of listening, speaking, reading, and writing are integrated holistically;
   - literacy instruction and mathematics instruction are integrated holistically.
   - administrators, teachers, and curriculum developers articulate what they are teaching, why they are teaching it, and how they are teaching it;
   - practitioners/administrators account for their instructional choices, methods, and content; and
   - there is a rationale for the curriculum based on the theory and informed practice.

   Measure Evidence indicates that curriculum and instruction are based on learner outcomes and are consistent with holistic adult learning.

2. Learner Centered and Participatory Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs.

   This means that:
   - language is always presented in context;
   - problem solving and other metacognitive outcomes (e.g., learning to learn, team work, interpersonal skills) are emphasized;
   - the higher order cognitive skills are emphasized regardless of the functional skill levels of learners.
   - curricula are dynamic and evolving;

- learners are actively involved in making decisions about curriculum content;
- curricula reflects learners' identified goals and needs; and
- curricula reflect the diversity of the learner population.

Measure Evidence indicates that learners articulate their needs and goals, which are linked to curriculum and instruction.

3. Functional Contexts Curricula content and instructional practices are based on functional contexts within a holistic framework.

   This means that:
   - curriculum content and materials are based on meaningful life situations that reflect learners' needs and interests;
   - curriculum addresses work force competencies: resources, interpersonal, information, systems, and technology; and
   - curriculum is integrated and related to the whole person and attends to such dimensions as affective, cognitive, and social.

   Measure Evidence indicates that lessons, materials, and activities are functional and holistic.

4. Thinking and Problem Solving Curricula and instructional processes contribute to the development of independent problem-solvers and thinkers.

   This means that:
   - curricular content includes such areas as metacognitive strategies, survival skills, life long learning strategies, collaborative learning processes, and self-determination strategies.

   Measure Evidence indicates that problem solving and critical thinking processes are developed.

5. Curriculum and Instruction are Dynamic Curriculum and instruction are adapted according to evaluation information.

   This means that:
   - curricula are dynamic, and changes are based on the most recent formative and summative evaluation information.

   Measure Evidence indicates that curriculum and instruction are collaboratively reviewed and appropriate adjustments are made based on formative and summative evaluation. (Note: this is essentially a "subset" of the Program Planning 2b measure).

6. Holistic Assessment Curricular and instructional assessment are consistent with and supportive of a holistic, learner-centered instructional approach.

   This means that:
   - assessment is directly related to identified proficiencies, curriculum, and desired outcomes;
   - assessment procedures make use of authentic language in a variety of approaches, such as observation and other informal assessments, and performance based assessment;
   - student assessment procedures are used to determine progress; and
   - there is an on-going system of collaborative assessment of progress with students.

   Measure Evidence indicates that curricular and instructional assessment are learner outcome-based, integrate learner goals and objectives in a functional context, and contribute to the development of independent problem solvers and thinkers.

Area: Support Services for Educationally Disadvantaged Adults and Other Undereducated Adults

1. Identification of Support Needs The program identifies support service needs of students and their families that affect participation in the program and promotes student access to these services.

   This means that:
   - there is a user-friendly system established to identify support service needs.

   Measure Evidence indicates that there is a system to identify and refer learners to needed support services.

2. Community Resources The program educates students concerning community resources and methods for accessing services.

   This means that:
   - curricula include community resources components; and
   - information about community resources is reflected in professional development planning.

   Measure Evidence indicates that curriculum and professional development include information about community resources and how to access them.

3. Support Service Agreements The program has collaborative, current agreements with community resources for the delivery of support services that are available.

   This means that:
   - the program negotiates written agreements with social services and other community resources for the provision of support services to adult students; and/or
   - the program develops systematic procedures with community resources for the delivery of support services to adult students.

   Measure Evidence indicates collaborative, current agreements with social services and other community resources for the delivery of support services for adult learners.

4. Family Support Services The program participates with community resources for the whole family.

   This means that:
   - the program participates in an existing system of community support services for the whole family; or
   - the program participate in efforts to organize systems of community support services for the whole family.

   Measure Evidence indicates active participation in existing systems of community support services for the whole family, or in efforts to organize such a system.

Area: Professional Development

I. Collaborative Planning Based on Proficiencies Professional development is collaboratively planned based on a set of instructional proficiencies and is related to assessed needs and stated program outcomes.

   This means that:
   - professional development is a process of constant renewal and improvement;
   - collaborative planning includes planning with staff;
   - collaborative planning includes input from students;
   - professional development includes a comprehensive menu of resources approach; including, but not limited to, workshops, conferences, institutes, college courses, or self-directed professional development; and
   - professional development provides for the acquisition of new proficiencies, the practice of these proficiencies; and the use of a systematic plan for follow-up.

   Measure (a) Evidence indicates a professional development plan based on collaborative needs assessment data for administrative and instructional personnel.

   Measure (b) Evidence indicates implementation to provide for individual professional needs by providing a comprehensive menu of staff development resources.

2. Consistent with Holistic Instruction. The plan for staff development and professional growth is consistent with and supportive of a holistic, learner-centered instructional program.

This means that:

- professional development planning is based on a holistic instructional philosophy of adult learning; and
- professional development planning is based on assessed student needs and stated program outcomes.

Measure (a) Evidence indicates that the professional development plan and activities reflect a holistic, learner-centered philosophy of education.

Measure (b) Evidence indicates that professional development contributes to continuous student progress.

Area: Student Retention

1. Achievement of Goals The program is designed to enable undereducated adult students to remain in the program long enough to achieve their goals and/or make a successful transition.

This means that:

- the program has a process to assist students in realistic goal setting;
- the program encourages a peer support network of participants and an atmosphere of caring;
- the program provides for recognition of student accomplishments and achievement;
- a plan for retention is collaboratively designed and implemented by staff and students;
- the program components are coordinated to ensure continuity and timeliness; and
- program retention strategies are reflected in professional development planning.

Measure (a) Evidence indicates that the program provides the learner with a supportive and encouraging learning environment.

Measure (b) Evidence indicates that learners are assisted in realistic personal goal setting

Measure (c) Evidence indicates that various educational and training services are coordinated to enable learners to make a timely transition between or among components.

Measure (d) Evidence indicates that adult students remain the program long enough to achieve their goals and/or make a successful transition.

II.A.3. RISK-BASED EVALUATION

The Division of Adult and Community Education has developed a coordinated performance and compliance review (CPCR) process for Risk-Based Evaluation (RBE). Its purpose is to simplify, streamline, and coordinate the legally required performance and compliance evaluation of specially funded programs.

The goals of the RBE are to:

1. Decrease multiple performance and compliance evaluation visits by TEA.
2. Increase local responsibility for ensuring performance and compliance by encouraging participating LEAs to perform a self-review for performance and compliance.
3. Provide technical and management assistance to LEAs to prevent and resolve noncompliance problems.

In 2000-2001 the Texas Education Agency (TEA) made significant modifications to the RBE process to reach these three goals. First, to enhance local responsibility for performance and compliance, LEAs will conduct self-reviews in all their sites. In the vast majority of cases, the program's self-review, together with TEA's Risk-Assessment Plan and Worksheet for Determining Risk Level will be considered the official report of findings.

A second major change that began in 2000-2001 was an increased emphasis on results. TEA considers the extent to which students at a program are meeting the LEA's performance measures as an important criterion determining whether an LEA receives an on-site evaluation review. Programs in which all students are making progress toward meeting performance measures are less likely to be chosen to undergo a review than are those LEAs where students are struggling to meet standards.

The coordinated performance and compliance review will be conducted in the following specifically funded educational programs: Section 231, Adult Education and Literacy Programs (AE); Section 225; Programs for Corrections Education and other Institutionalized Individuals (CE); State Leadership Activities; Temporary Assistance for Needy Families (TANF); English Literacy and Civics Education (El/Civics); Even Start (ES).

Each of these programs has legally required evaluation as part of its program mandate. Programs will be monitored by means of a single coordinated performance and compliance review.

* Note: As used throughout this training guide, local education agency (LEA) includes public school districts, regional education service centers, colleges and community-based organizations.

II.B ADULT EDUCATION FISCAL ACCOUNTABILITY

With regards to financial management, an adult education program will practice principles of sound financial management in its budgeting expenditures, bookkeeping, and reporting. Good financial management demonstrates the program is responsible.

II.B.1 FEDERAL APPROPRIATIONS AND STATE APPROPRIATIONS

In compliance with the Department of Education Appropriations Act:

A. Federal funding (Section 231) is based on census figures (25%) and data entered into the Adult and Community Education System (ACES) (75%); Section 225 (corrections and institutionalized) is approximately 10% of the 231 allocations; and Section 223 (Professional Development) is approximately 12.5% of the Section 231 allocations.

B. The current State Legislature determines the amount of State funding.

All funding is subject to availability of funds. A delay in the receipt of Texas' federal allocation may delay the issuance of a grant.

II.B.2 APPLICATIONS

Section 232 of the Adult Education and Family Literacy Act (AEFLA) requires that eligible providers desiring a grant or contract shall submit an application to the Texas Education Agency (TEA) containing information and assurances that TEA requires, including: (1) a description of how funds awarded will be spent; and (2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

II.B.3 ALLOCATION OF FUNDS

Section 222 (a) of AEFLA requires the State to use not less than 82.5 percent of the grant funds to award grants and contracts under Section 231 and to carry out Section 225, programs for corrections education and other institutionalized individuals.

Of the 82.5 percent funds, not more than 10 percent will be set-aside for Statewide competitive grants for programs for corrections education and other institutionalized adults (Section 225). The remaining adult education funds will be allocated annually in accordance with the State Board of Education approved formula. The current funding formula is as follows:

(1) 25 percent of the funds available shall be allocated based on the best available estimates of the number of eligible adults in each county and school district geographic area within each county.

(2) 75 percent of the funds available shall be allocated based on student contact hours reported by each school district geographic area and for the most recent complete fiscal year reporting period.

(3) A school district geographic area's student contact hour annual allocation shall not be reduced by more than 10% below the preceding fiscal year's contact hour allocation provided that:

(A) sufficient funds are available; and

(B) the school district geographic area's contact hour performance used in calculating the allocation was not less than that of the preceding fiscal year.

Allocation amounts by county units and school district units within each county are generated as soon as the amount of available federal funds is known. ***These funds are not an entitlement to the school district but belong to communities.***

II.B.4 PROGRAM ELIGIBILITY TO APPLY FOR FUNDS

Under Section 203 (5) of AEFLA, eligible providers (applicants) are:

(a) A local educational agency;

(b) A community-based organization of demonstrated effectiveness;

(c) A volunteer literacy organization of demonstrated effectiveness;

(d) An institution of higher education;

(e) A public or private non-profit agency;

(f) A library;

(g) A public housing authority;

(h) A non-profit institution that is not described in any of the subparagraphs (a) through (g) and has the ability to provide literacy services to adults and families; and

(i) A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (a) through (h).

For profit entities are not eligible providers.

Under State Law (Texas Education Code 29.252), eligible providers for a State grant are:

(a) public school districts;

(b) public junior colleges;

(c) public universities;

(d) public non-profit agencies; and

(e) community-based organizations approved in accordance with State Statutes and Rules adopted by the State Board of Education (SBOE).

SBOE Rules require that applicants must have at least one year of experience in providing the adult education and literacy services proposed in the application.

II.B.5 NOTICE OF AVAILABILITY

TEA currently uses the following strategies for public notification of the availability of adult education funds:

- mailing to each entry in a database of more than 3500 that has been maintained since the inception of the National Literacy Act. The database entries include individuals and organizations who have participated in hearings and/or State plan meetings and presentations. All Texas Adult Literacy Laubach (TALL) and Literacy Volunteers of America (LVA) affiliates are in the database. Any individual, agency, or organization may be entered into the database upon request;
- mailing to all independent and consolidated school districts in Texas;
- mailing to all public colleges and universities in Texas;
- mailing to all public housing authorities in Texas;
- mailing to all Head Start programs;
- mailing to all adult education, community education and Even Start Family Literacy programs in the State; and
- announcement in the *Texas Register*.

In order to expand the above strategies, TEA will take the following steps:

- announcement on TEA's web site (Adult Education page);
- mailing to a database of all workforce development boards and one-stop career development centers in Texas;

- mailing to all community action agencies; and
- mailing to all public libraries in the State.

The announcement of the availability of funds also contains information about available assistance regarding preparation and submission of an application.

II.B.6 APPLICATION PROCESS

Adult education eligible providers submit applications directly to TEA in accordance with established standard procedures and instructions. Eligible providers apply directly to the state education agency (TEA) for Federal funds to provide services to a school district region, a portion of a school district (based on the numbers of undereducated adults to be served), to multiple school district regions, to a county, to a portion of a country, or to multiple counties.

Section 231 (a) of AEFLA requires TEA to award multiyear grants or contracts on a competitive basis. TEA will award three year competitive grants or contracts.

II.B.6.a Standard Application System

Standard Application System (SAS) forms are developed by the Texas Education Agency and distributed in springl of each year as part of a Request for Application (RFA) package. The date of announcement may be influenced by the date the U. S. Department of Education (USDOE) notifies states of their allocations. Included in the forms are budget, needs assessment, program description, evaluation, and staff qualifications and training schedules and assurances. The Indicators of Program Quality approved by the USDOE in 1993 have been incorporated into the application. Every effort is made so that at least six weeks are provided from the date of announcement to the due date to TEA.

An RFA is issued based on a standard format used by TEA. The amount of formula funds available to each geographic area is included in the RFA in accordance with the State Board of Education Rule, as is the timeline for applying for funds.

Applicants apply to the Texas Education Agency for Section 231 funds and for Section 225 Funds through SAS 331. Applicants apply to the Texas Education Agency for Section 223 funds through SAS 302.

All applicants follow the same application procedures. The RFA provides instructions for preparation of applications, a dateline for submitting a notice of intent to apply and a deadline for receipt of applications, review criteria, assurances, and other legal, fiscal, and program requirements. Applicants that are not public education entities must also submit indicators of financial stability such as an audited financial statement or similar report.

The TEA will award three-year competitive grants. A competitive RFA is issued for the first year of the three-year funding cycle. For the second and third years of the cycle, successful grantees will submit non-competitive continuation applications using SAS forms. SAS forms are used to submit annual budgets, previous year progress performance objectives as well as updated programmatic information, including staff qualifications and professional development plans.

II.B.6.b Timeline for Funding

The following is the expected sequence of events for competitive applications to occur in regard to applications and funding. These dates may vary should conditions require:

Month	Event
April	Publication of RFA in *Texas Register*; notice sent to database

early May	Notice of Intent to Apply due in the TEA Document Control Center
late May early June	Applications due in TEA Document Control Center, 5:00 p.m., Central Time
June	Review of applications; notification of results to all applicants

II.B.6.c Consortia

State Board of Education rules require that grant applicants who will serve as fiscal agents for consortia of eligible providers must consult with other service providers in the consortium in developing the application. Each grant recipient will be required to have written interagency agreements delineating specific responsibilities in regard to fund expenditures and/or services to clients with other eligible entities that are participating in a consortium included in the application. Fiscal agents responsibilities are delineated in the SBOE Rules.

Plans developed by consortia must provide for a system of instructional services delivered through participating eligible providers and must include cooperation with other public and private agencies, businesses, and organizations with undereducated adult clients and/or employees. Each fiscal agent must also have an advisory committee composed of a broad spectrum of community representatives, including workforce development, as required by State Board of Education Rules.

II.B.6.d Nonconsortium applicants

Eligible applicants who choose not to be members of a consortium must also provide evidence of coordination with existing services sponsored by other providers in the area proposed to be served so that unproductive duplication of services does not exist. In addition, they must also either have a local advisory committee as required by State Board of Education rules or indicate in the application the procedures that will be used to establish an advisory committee if they are funded.

II.B.6.e Funds Availability

Annual funding of adult education is subject to availability of funds from the Federal Government. The State Board of Education may require applicants to provide the share of matching funds, cash or in-kind, required by Federal law. A delay in the receipt of Texas' Federal Allocation may delay the issuance of a contract.

II.B.7 EVALUATION OF APPLICATIONS

II.B.7.a Applications Review

Applications are reviewed by Texas Education Agency staff and external reviewers, as appropriate, for programmatic as well as fiscal criteria that State and Federal guidelines require. If two or more applicants are competing for funds allocated to the same geographic area, external reviewers will include at least one representative from each category of applicants who are competing and may include representatives from other agencies with an interest in the Federal adult education and literacy program. Competing applications are ranked in descending order from highest average total score received. An application is not approved until all requirements are addressed satisfactorily.

Applications must achieve on overall criterion score of at least 70 to be considered for funding. More than one applicant may be funded in each region based on funds available provided that adequate coordination procedures are employed to avoid duplication of services and wasted resources. Special emphasis is placed in the review process to ensure that applicants place priority on recruiting and serving educationally disadvantaged adults.

II.B.7.b Current Texas Review Criteria

The Texas Education Agency's current review criteria are directly related to those included in AEFLA. The application (SAS) and review criteria have been collaboratively developed with input from representatives of adult education and literacy providers and have been in place since 1992. All required criteria must be addressed in the application. The current criteria and the maximum number of points for each criterion are as follows:

CURRENT TEXAS REVIEW CRITERIA	POSSIBLE POINTS
Criterion I: Adequacy of a statement of needs of the population to be served by the applicant	10
Criterion II: The projected goals and performance objectives of the applicant with respect to recruitment, educational achievement, retention and transition as established in the Texas Core Performance Measures and Standards	45
Criterion III: The past effectiveness, including cost effectiveness, of the applicant in providing services to educationally disadvantaged adults and the learning gains demonstrated by such adults	10
Criterion IV: Resources available to the applicant, other than Federal and State adult education funds, to meet identified needs	5
Criterion V: The degree to which the applicant will coordinate and utilize other literacy and social services available in the community, and the extent to which the applicant proposes to offer or coordinate with other providers, including workforce development, for a comprehensive program of adult education and literacy	10
Criterion VI: Written coordination/cooperative agreements (including agreements with business, industry, workforce development, and volunteer literacy organizations) that have been made to deliver services to adults	5
Criterion VII: The quality of key personnel the applicant plans to use in delivery of services	15
Total Points	100

As required by AEFLA, in awarding grants under this section, the Texas Education Agency shall consider the following required criteria in the review of applications:

(1) The degree to which the eligible provider will establish measurable goals.

Each eligible provider making application for an adult education grant must address Texas Review Criterion II in the application to be considered for funding. Review Criterion II relates directly to the establishment of the three core Performance Measures in the State Plan (performance objectives and measures have been included in the application since 1992). Also, applicants establish measurable goals annually for student recruitment and retention in the application. Applicants will be required to set performance goals for each core indicator that meet or exceed the minimum State Plan performance measure.

(2) The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Section 212 of AEFLA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with regard to those adults with lower levels of literacy.

This requirement will be incorporated under Texas Review Criterion III, which also has been in place in the Texas Request for Application for Adult Education Programs since 1992 and is directly related to the Program Planning Indicators of Program Quality. Texas will continue this application requirement. Subsequent to the adoption of Texas' performance measures and standards, the success of each funded provider in meeting or exceeding the performance standards will be reported as part of the Texas adult education accountability system.

(3) *The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.*

This requirement is incorporated into Texas Review Criterion III which clearly establishes that any eligible provider to be considered for funding must demonstrate its commitment to providing services to educationally disadvantaged adults. Service to educationally disadvantaged adults who possess few or no literacy skills is pervasive throughout the RFA (e.g., Texas Review Criterion II instructions require the applicant to describe how the project will recruit educationally disadvantaged adults; current Texas Review Criterion I addresses identification of needs of this population). Texas will continue this application requirement.

(4) *Whether the program is of sufficient intensity and duration for participants to achieve substantial learning gains; and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.*

This requirement will be incorporated into Texas Review Criterion II. Eligible applicants must address how the grant-funded program will assist participants with improvement of their literacy levels and their long-term learning gains and how the program will retain participants long enough for them to succeed. Specifically, each application must address the instructional design of the program, including the design of programs for educationally disadvantaged adults and limited English proficient adults. The application for funding will continue to require such information from each applicant, and will incorporate specific information about intensity, duration and instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.

(5) Whether the activities are built on a strong foundation of research and effective educational practice.

This requirement will be incorporated under Texas Review Criterion II. Texas will expand the application requirements for Criterion II to include information about the research and effective educational practice foundations of the adult education program.

(6) Whether the activities effectively employ advances in technology, as appropriate, including the use of computers.

Texas will expand the application requirements under Review Criteria II and III to include this requirement about activities employing technological advances, including the use of computers. In addition, Review Criterion IV requires the applicant to address available resources other than State and Federal funds. Texas currently funds a special project entitled "Integrating Technology into Adult Education" at Southwest Texas State

University. The specific job of this project is to assist local programs in developing a technology plan for providing professional development in the appropriate use of technology in adult education.

(7) Whether the activities provide learning in real life contexts to ensure than an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.

This requirement is incorporated in Texas Review Criterion II. Eligible provider applicants for adult education funds in Texas currently must describe how the grant-funded program provides curriculum and instructional practices that are based on functional context. The Texas Indicators of Program Quality (refer to pages 10 through 18) include functional context in several areas, including Learner Outcomes and Curriculum and Instruction. IPQs are used in the self-evaluation and quality monitoring of local programs. Texas will continue this application requirement.

(8) Whether the activities are staffed by well-trained instructors, counselors, and administrators.

This requirement is addressed by Review Criterion VII. Eligible applicants must address the qualifications of adult education personnel and develop a professional development plan for the fiscal year. Texas will continue this application requirement. By State Board of Education rule, adult educational professional staff must hold at least a bachelor's degree and must participate in a minimum number of professional development activities. If the individual is not a Texas Certified Teacher, then an additional professional development requirement is in place.

(9) Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.

This requirement is addressed by Review Criteria V and VI. Eligible applicants for Federal adult education funds in Texas currently must describe their collaborative relationships with other resources in the community and submit written agreements in the application (including agreements with business, industry, schools, workforce development, and volunteer literacy organizations). Texas will continue these application requirements.

State Board of Education Rule defines an adult education consortium as "a community of area partnership of educational, workforce development, human service entities, and other agencies that agree to collaborate for the provision of adult education and literacy services." In addition, the rule establishes at least one collaborative advisory committee to be formed in each funded adult education program. The committee must be composed of "a broad spectrum of community representatives, including workforce development representatives, to review the activities of, and make recommendations to, the fiscal agent in planning, developing and evaluating the adult education program."

(10) *Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.*

This requirement is addressed under Review Criterion II. Eligible applicants for adult education funds in Texas currently must describe how applicant maintains flexible class schedules related directly to the needs established in the needs assessment section of the application (Review Criterion I). In addition, applicants describe how the location of class sites is convenient to public transportation and describe the child care services that are provided by the applicant or through other collaborative arrangements. The application also requires applicants to address removal of barriers to participation. Texas will continue these application requirements.

(11) *Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures.*

This requirement will be incorporated under Review Criterion IV, which addresses resources available to the applicant. ACES, the Texas Adult and Community Education System, is a state-of-the-art management information system. ACES collects both demographic and student performance information on every adult education participant, class by class and site by site, on a statewide basis. Local adult education providers are required to submit program data through ACES. Therefore, ACES will report participant outcomes in regard to the Texas Adult Education Performance Measures and Standards. ACES will aggregate student performance to the program level for monitoring program performance against adopted performance standards. While ACES is a state database of every adult education participant, its design also allows it to be a local program database. Therefore, each local class, site, and program can monitor its own performance in regard to participant and program outcomes. Local providers must have access to computers and the Internet and support costs for data entry.

(12) Whether the local communities have a demonstrated need for additional English literacy programs.

This requirement is addressed under Review Criterion I. Eligible providers who apply for adult education funds in Texas currently must submit a comprehensive needs assessment in the application. Included in the directions for developing the needs assessment are specific instructions that direct the applicant to assess the needs of limited English proficient adults for English literacy programs and to document the current capacity of programs to meet those needs. Also included in this description are the barriers that limit access to, participation in, and progress in program services. Texas will expand Criterion I to require a specific statement in the application in regard to additional English literacy programs needed by the [local eligible provider] applicant.

II.B.8 BUDGET ADJUSTMENTS

Grantees are permitted to amend their budgets within the approved direct cost budget to meet unanticipated requirements and to make certain changes to the approved budget without written amendment. The Agency must approve an amendment prior to any activities such as purchase orders issued, funds encumbered and/or expended, goods received, or services rendered which are affected by the amendment. Amendments received in substantially approvable form will become effective on the date received in the appropriate funding division. Amendments received in substantially approvable form for discretionary grants submitted to the Document Control Center (DCC) will become effective on the date received in the DCC of the TEA Agency. Amendments not received according to one of the above situations will become effective on the date of approval (signature date) by the Agency. The last day to submit an amendment is 60 days prior to the ending date of the grant.

II.B.9 ALLOWED AND DISALLOWED COSTS

Budgeted expenditures will be shown by class/object code in the Standard Application System (SAS). However, the applicant is required to maintain records on all expenditures by budget function, class/object code, and year of appropriation, in accordance with the provisions of the Financial Accountability System Resource Guide.

Funds must be expended for reasonable and necessary costs.

To be allowable under a grant award, costs must meet the following general criteria:

(a) Be reasonable for the performance of the grant and be allowable under the applicable cost principles.

(b) Conform to any limitations or exclusions set forth in the applicable cost principles or in the grant agreement as to types or amount of cost items.

(c) Be consistent with policies and procedures that apply uniformly to both federally funded activities and activities funded from other sources.

(d) Be accorded consistent treatment among all grant programs, regardless of funding source.

(e) Be determined in accordance with generally accepted accounting principles (GAAP).

(f) Not be included as a cost or used to meet cost-sharing or matching requirements of any other federally funded program in either the current or a prior period.

In determining the reasonableness of a given cost, consideration shall be given to:

(a) Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the organization or the performance of the grant.

(b) The restraints or requirements imposed by such factors as generally accepted sound business practices, arms length bargaining, federal and state laws and regulations, and terms and conditions of the grant award.

(c) Whether the individuals concerned acted with prudence in the circumstances, considering their responsibilities to the organization, its members, employees, and clients, the public at large, and the federal government.

(d) Significant deviations from the established practices of the organization that may unjustifiably increase the grant costs.

II.B.10 SUBCONTRACTING

Establishing guidelines/procedures for written agreements with subcontractors:

(a) Contractors are responsible for monitoring fiscal records of subcontractors, and will conduct periodic visits to subcontractor for the purpose of compliance with agreement.

(b) TEA monitors will conduct a visit of subcontractors for the purpose of compliance with agreement.

(c) Contractors establish written procedures for the type of documentation they wish subcontractors to provide.

(d) Contractors must determine that they have adequate information and that all expenditures are allowable and appropriate under their written agreement.

(e) Subcontractors should be able to provide periodically a General Ledger Summary listing all charges to the contract (subcontractor decides on reporting period, e.g., monthly, quarterly, semi-annually or annually).

(f) If the contractor questions a particular expenditure, then the contractor can ask for the documentation for that particular expenditure. This should be stated in the written agreement prior to the subcontract's implementation.

(g) Subcontractor files are maintained at the subcontractor level.

Notice: For FY 2002-03, all programs including Adult Education, English Literacy and Civics, Even Start, and Temporary Assistance to Needy Families (TANF) must accept the final Adult Education Performance Minimal Requirements as follows to receive funding in Texas:

Required Retention:

Retention #1: Percent of the students with 12 hours of instruction and baseline assessment.	90%
Retention #2: Percent of the students with baseline assessment and progress assessment.	55%

Required Gains: Percent of adult learners who will demonstrate gains in:

TABE READING	50%
TABE LANGUAGE	50%
TABE MATHEMATICS	50%
BEST ORAL INTERVIEW	65%
BEST LITERACY SKILLS	50%

Required Completions: Percent of adult learners enrolled in a level who will complete the level:

Beginning Literacy ABE	24%
Beginning ABE	28%
Low Intermediate ABE	27%
High Intermediate ABE	24%
Beginning Literacy ESL	27%
Beginning ESL	27%
Low Intermediate ESL	33%
High Intermediate ESL	33%
Low Advanced ESL	32%
High Advanced ESL	32%
Low ASE Education	29%

Required Transitions: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Federal Measure: *High School Completion* 1. Percent of [all] adult learners who have the goal of achieving a GED or high school diploma who achieved a GED or high school diploma within the fiscal year.	23%
State Measure: 2. Percent of adult learners enrolled in Adult Secondary Education who achieved a GED or diploma within the fiscal year.	23%
Federal and State Measure: *Placement in Postsecondary Education or Training:* 3. Percent of adult learners with a goal of entering postsecondary education or training who entered postsecondary education or training during the fiscal year.	24%
Federal and State Measure: *Placement in Unsubsidized Employment:* 4. Percent of adult learners who are unemployed at the time of enrollment and have a goal of obtaining employment, who entered unsubsidized employment by the end of the first quarter after the program exit quarter.	24%
Federal Measure: *Retention in Unsubsidized Employment:* 5. Percent of adult learners who retained employment in the third quarter after the program exit quarter.	25%

FUNDING CYCLES AND DATA TO BE USED FOR REPORTING QUARTERLY FOR ADULT EDUCATION, TANF, AND EVEN START PROGRAMS

December, 2001

FUNDING SOURCE	FUNDING CYCLE	QUARTERS IN FUNDING CYCLE	DATA USED TO REPORT QUARTERLY LOCAL PROGRAM PERFORMANCE
ADULT EDUCATION [federal]	July 1 through June 30 of every year	First quarter= July 1 – Sept. 30 Second quarter= Oct. 1 – Dec. 31 Third quarter= Jan. 1 – March 31 Fourth quarter= Apr. 1 – June 30	1. Quarterly financial report 2. Adult Ed Performance IPQs and measures 3. ACES table(s)*
ADULT EDUCATION [state]	September 1 through August 31 of every year	First quarter= Sept. 1 – Nov. 30 Second quarter= Dec. 1 – Febr. 28 Third quarter= Mar. 1 – May 31 Fourth quarter= June 1 – Aug. 31	1. Quarterly financial report 2. Adult Ed Performance IPQs and measures 3. ACES Table(s)
TANF [federal]	October 1 through September 30 of every year	First quarter= Oct. 1 – Dec. 31 Second quarter= Jan. 1 – Mar. 31 Third quarter= Apr. 1 – June 30 Fourth quarter= July 1 – Sept. 30	1. Quarterly financial report 2. Adult Ed Performance IPQs and measures 3. ACES Table(s)
TANF [state]	September 1 through August 31 of every year	First quarter= Sept. 1 – Nov. 30 Second quarter= Dec. 1 – Febr. 28 Third quarter= Mar. 1 – May 31 Fourth quarter= June 1 – Aug. 31	1. Quarterly financial report 2. Adult Ed Performance IPQs and measures 3. ACES Table(s)

EVEN START	September 1 through August 31 of every year	First quarter = Sept. 1 – Nov. 30 Second quarter= Dec. 1 – Febr. 28 Third quarter = Mar. 1 – May 31 Fourth quarter= June 1 – Aug. 31	1. Quarterly financial report 2. Adult Ed Performance IPQs and measures 3. ACES Table(s) 4. Even Start quarterly report 5. PEIMS data [provided to Even Start Coordinators] **

* All ACES data must be in by C.O.B. September 15 of every year

** Fourth quarter will include Even Start Independent Evaluator report

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III.A BACKGROUND

The Adult and Community Education System (ACES) application is a web-enabled adult education student tracking and reporting system. The system's primary function is to track and report the status of students participating in Texas Adult Education Programs. Development of the ACES system began in the Spring of 1997. The first production piece of ACES was released in February of 1998.

III.B ARCHITECTURE

The ACES system is a web-enabled application written with state-of-the-art software technologies and methodologies. It takes advantage of the latest browser technology to enable the varied users throughout the State of Texas to enter data and to retrieve pre-determined reports that assist them in their daily operations. When the user signs on to the ACES application, the user must have a logon User_ID and a password. The system is programmed to allow access to only those users with the proper roles and privileges. The application and the database reside in a server at Division of Adult and Community Education of the Texas Education Agency (TEA). The data are backed up nightly to ensure valuable data are always available to the user in case of system failures or other catastrophic events.

The University of Texas at Austin (UT), which ensures a high degree of reliability and support, provides the Internet connection to support ACES. Each user must depend on a local Internet provider to ensure her or his connection to the application. Recently, the Division of Adult and Community Education has seen a dramatic improvement in Internet service and expects to see even better service in the future. ACES is connected to UT via 10 Mbs lines (million of bytes per second) and UT is connected to the Wide World Net via several 45 Mbs lines providing ample bandwidth to send/receive ACES' web-enabled applications.

The input of data relies on the user to manually enter or edit only one record at a time (one record implies only one participant/student at a time). All data are electronically entered. For those users that need to enter large amounts of data and can't afford to enter one record at a time, the Division of Adult and Community Education has provided client software for them to use to enter large amounts of records using a "batch" process.

III.C HARDWARE

The application is installed in a four-processor server with Microsoft NT as the operating system. The database is installed on a separate server.

III.D SOFTWARE

The application was developed in Visual Basic 6.0 and the database is MS SQL Server 7.0. Reports are written in Visual Basic and in Crystal Reports. To access the application, a customer needs a PC or MAC connected to the Internet and loaded with a state of the art Internet Browser such as MS Internet Explorer 4.0 or higher version. PCs should have a minimum of 45 Meg of RAM in order to effectively run the application.

III.E SECURITY

Using Secure Socket Layer, which encrypts data for transmission and decrypts it at destination, the Web Browser provides security for transmission of data. With the Batch Utility, the Division of Adult and Community Education has provided a means to encrypt client data prior to transmission and has the private decryption code for processing all data received locally.

III.F DATA COLLECTED

ACES collects participant data consisting of demographics, profile, assessment, class registration, contact hours, and achievements/outcomes/gains. It also collects fiscal agent information, provider data, class and class sites, staffing and staff development.

III.G REPORTS

The ACES application produces several preformatted reports that are available online via the Internet to the users and to the Adult and Community Education Division. These reports can be tailored further with advance notification. Types of reports are: classes by providers, site, and geographic areas; aggregate data listing participants by age, gender, ethnicity; aggregate data listing participants according to ethnicity, gender and educational functioning levels; participant progress, separation, and attendance data by functioning educational level; participant profiles and achievements; number of participants; number of classes by time and location; provider information; fiscal agent information; participant leaving the program and reason; contact hours by district; funding source; and other general reports.

III.H DATA SHARING

ACES data are matched with databases from other Texas Education Agency Divisions. Additional data matches will be implemented as databases from other State Agencies become more accessible through Statewide warehousing agreements.

III.I TECHNICAL SUPPORT

Technical support to ACES users is provided on a one-on-one basis via telephone or email. Users normally call the help desk when they experience difficulties. The help desk staff will attempt to immediately solve the problem, but if unable to do that, then they will refer the issue to either a software development technician or to the ACES division for resolution. In addition, the application itself has an extensive online help system, which the user can view for each and every screen she or he must access.

III.J FUTURE

Enhancements are in progress now to improve the navigation and performance of input screens and production of reports. Plans are in place to give users download capability so that each user can download his or her raw data for inclusion in local studies or other management efforts. ACES data are utilized to monitor program accountability.

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IV.A ADDRESSING PROGRAM PERSONNEL ISSUES

It used to be that hiring was easier. Welcome to the modern age where every program wants to have the best possible staff working as a team to bring a smooth future to every student that walks through the door. Here are a few suggestions for addressing program personnel issues in Texas Adult Education Programs:

- ✓ Each program will have clear expectations of its staff, both paid and volunteer, consistent with the program's statements of philosophy, mission, and goals. Quality, dedicated efforts will be expected of all staff members.

- ✓ It is recommended that every local program become thoroughly familiar with its fiscal agent's human resource department and with the fiscal agent's appropriate protocol in hiring practices. Staying in contact with Human Resources during every step of the hiring process should ensure that a program keeps appropriate guidelines and avoids illegal decisions/actions. A quick information source titled "10 Interview No-Nos" is included in this section.

✓ A program must follow the policies and procedures of its local fiscal agent to address issues of compensation, supervision, evaluation, grievances, and advancement. The policies will reflect the different types of staff relationships to the program, whether full-time, volunteer, temporary, or part-time.

✓ Build a private collection of hiring materials. Start with local materials, then add commercial products that will help the program avoid having to re-invent appropriate questions for different position postings. These commercial materials can help probe the ideal information that a program is really interested in knowing about the applicants. Add articles to the program's private library; examples of such articles are found in the fourth quarter of 1994's *Texas Business Today* and follow the aforementioned article "10 Interview No-Nos."

IV.B DETERMINING STAFFING NEEDS

IV.B.1 OVERALL NEEDS

The program will determine its overall needs for instruction and non-instructional staff. Paid staff and volunteer staff will meet these needs. The use of volunteer and paid staff will be compatible with the program's mission and philosophy. The staffing will be based on an analysis of how best to accomplish the mission of the program, considering also the program's financial resources and action plan.

IV.B.2 STAFFING PLAN

The program will develop a specific staffing plan for accomplishing the mission. In the plan, it will be specified how the program will make use of paid and volunteer staff on the experiences, skills, and time required to perform the tasks needed to meet the program's goals. Written job descriptions will be developed for the staff director, paid, and volunteer staff (both instructional and non-instructional).

IV.B.3 RACIAL/ETHNIC COMPOSITION

The program will continually strive to have the ethnic composition of the instructional staff reflect that of the learner population. Special attention will be given to involving minority persons in the hiring process. Adult learners could be more comfortable with the obvious presence of others of their ethnic group as administrators, instructors, and support staff in the program, even if the instructor-learner matches are made on other bases.

IV.C RECRUITING INSTRUCTORS

The program will recruit instructors who meet program-established criteria and are able and willing to participate in pre-service and in-service training.

REFERENCES

10 interview no-nos: Common mistakes made during an in-depth interview. Available: http://www.workforce.com.

Texas Employment Commission. (1994, Fourth Quarter). Texas Business Today. Austin, TX: J. J. Kaster.

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V.A. STUDENT ORIENTATION

The purpose of an orientation is a comprehensive intake that allows an exchange of information between the student and the program. This communication ensures that the student knows what to expect from the program and what the program expects from her or him. The orientation process gives the program enough information about the student to assist that student in obtaining her or his goals for enrolling in the program.

Each program has needs that are unique to the demographics of their students. This means that each program will need to design an orientation to meet the needs of the particular population that they serve. However, there are several components that should be customized and included in every orientation: program information, GED information, motivation to learn and commitment, assessment, learning styles, and goal setting. Other components that may be included are: additional training/education opportunities, local employment information, study skills, test taking skills, and time management.

<ins>Program information</ins> informs the student about the program itself. Students need to be given information on the location and times of other classes. Why? In case their circumstances change, then they can attend classes at another location. Include information about how the student progresses through the academic program. If a student is at the pre-GED level, identify

what score does she or he need to obtain on the GED practice test before the teacher recommends that she or he takes the actual test. If classes are leveled, include information about advancing from one level to another.

GED information is important to all ABE/GED students. After all, that is usually their purpose for enrolling in ABE/GED classes. Not everyone will be ready to take the test but all are interested in where to test, the registration process, the cost, and information about the test itself.

Motivation and commitment refer to the fact that many students begin classes every semester and never stay long enough to see achievement or to feel that they are making any progress. Every student needs to take a critical look at where they are, what barriers they face in returning to school, and if those barriers can be overcome. Perhaps school should be delayed until other aspects of her or his life allow her or him to focus on being successful in school. Academic and career counselors from the community colleges can be invited to participate in the orientation to make sure that students are aware of the opportunities available to them after they obtain their GED certificate. The awareness of a wide range of options is motivating and can be an incentive for the student to become more committed to successfully completing the program. This is a part of the transition from school to work or college that should be a component of adult education programs in Texas. (For more information about student transition, refer to Section V.C, on page 83.)

Accurate assessment is critical to placement and curriculum design for individual students. Using a diagnostic tool along with the assessment instrument allows the student to see what areas need the most attention and at what level she or he needs to begin her or his academic studies. The diagnostic tool also gives the teacher information on placement in the correct functioning level as well as how to work with that individual student. Accurate assessment is critical to setting realistic goals.

Learning styles experts each have his or her own theories and nomenclatures for defining different styles, which may confuse the layperson. There is no one universal learning styles evaluation system. There are, rather, many different modes, including Howard Gardner's "Seven Intelligences". Whether learning styles are divided into three or 300 categories, the backbone of learning styles theories is the idea that no one style is better than another. A student with strong auditory skills may have a remarkable ability to pick up foreign languages by ear, while struggling with texts and workbooks. Learning styles focus on students' strengths, not their weaknesses.

Though no learning style indicates greater intelligence than another, some learning styles are better suited to traditional classroom techniques. Advocates of learning styles argue that the solution to reaching the majority of students is not to force students to learn according to traditional techniques, but to make the teaching techniques fit the needs of students.

Suggestions to incorporate the concepts behind learning styles include:

- Build on strengths rather than repeating weaknesses.
- Teach new concepts by relating them to practical applications.
- Be creative and attempt to vary your teaching style.
- Use multisensory strategies to present material- many learners must see, say, hear, and touch before they can develop full mental images that stick and make sense.

- Vary lessons, reteaching and reviewing in varieties of ways.
- Respect different learning styles.
- Change an activity when it is not working.
- Encourage the use of learning aids and tools (e.g., calculators, highlighter pens, extra worksheets, computerized learning programs, records, tape recorders, films, demonstration, maps, charts, experiences, rulers).
- Talk with learners about their learning process. Ask them what does and does not work for them.

Learning styles should not be considered an additional burden for teachers. For teachers who have more than a few learners, an individual analysis of every learner's personal style would be a massive undertaking, but this is not necessary. Rather, teacher education about learning styles can be an impetus to branch out one's teaching repertoire and better accept learners' differences in the classroom. An appreciation of different student learning styles helps teachers understand different types of intelligence and their manifestations.

(Editors' Note: This information regarding learning styles is quoted from an article titled "Research Review: Learning Styles," author unknown.)

Realistic goals setting with a regular review of those goals has been linked to student retention. As all adult education program directors know, the longer a program can keep students attending class, the better the chance of the students' success in passing the GED test or meeting whatever goals that they have set. An article in the March 2000 issue of Focus on Basics by John Comings, Andrea Parella, and Lisa Soricone summarized the results of their research on student persistence. They found four supports that were key in keeping students coming to class. These supports are: (1) managing positive and negative barriers, (2) self-efficacy, (3) setting goals, and (4) making measurable progress. In a related article concerning the application of goal setting in the classroom, a math concepts class that engaged in goal setting showed a 71% retention of students as compared to 45% retention in a math concepts class without goal setting (Meader, 2000). When students set realistic goals, their achievements can be visually measured as they track their progress toward meeting the objectives that they set to reach those goals. Students develop self-efficacy as they progress toward that specific goal which builds their confidence and encourages them to continue. The study showed that overall "the retention rate for the goal setting group remained at 80 percent until the last class." (Meader, 2000, p. 9). Again, the goal of any adult education program is to ensure that students remain in the program long enough to develop the necessary skills to be successful outside the classroom. Goal setting and regularly reviewing those goals is one of the tools that need to be utilized.

Several programs have successfully implemented an orientation and report that the number of contact hours has increased dramatically. In some cases, the number of students served is fewer; however, the number of hours per student has increased contributing to the increase in total contact hours. Another advantage of an orientation is the limited open enrollment.

Orientations are held on a regularly scheduled basis. There is much more consistency in the classroom because there are not daily interruptions to enroll and new students (of which the majority will stay less than 12 hours) are tested as they enroll.

Here are some tips for developing and evaluating retention strategies:

- appropriate and realistic goal setting and development of learning plans with each adult learner;
- collaborative program design and implementation by staff and students;
- appropriate intake and initial assessment procedures that value the adult learner's prior experiences;
- curricula that are relevant to adult learners' expressed needs and goals and are correlated to real-life outcomes;
- procedures for the continuous assessment of support service needs and the development of strategies to meet those needs;
- inclusion of instructional strategies that address adult learning styles and meet the needs of those students with learning differences;
- inclusion of adult learner participation in the planning process;
- continuous assessment of the accessibility of services for adults in need of literacy services;
- coordination with employers and education and training providers in the community, especially postsecondary education, to encourage successful transitions;
- fostering a supportive and non threatening environment within adult education and literacy programs;
- use of peer support networks and mentoring programs;
- ongoing communication of learner progress with the learner themselves and with other agencies in the community that are providing services to the individual to support retention efforts;
- development of recognition programs for honoring student achievement;

- development and use of a follow-up system of learners who left the program before completion or who have successfully completed and made a successful transition to employment or other education and training; and
- use of anonymous, objective methods to evaluate instructional and program effectiveness.

V.A.1 DEVELOPING LEARNING CONTRACTS

excerpted from Connecticut's ABE Newsletter; author: Malcolm Knowles

One significant finding from research about adult learning is that when adults go about learning something naturally (as contrasted with being taught something), they are highly self-directing. Evidence also suggests that what adults learn on their own initiative, they learn more deeply and permanently than what they learn by being taught.

Learning contracts provide a way to negotiate the needs and expectations present in the kind of learning to improve one's basic skills competencies and an individual's internal needs and interests. In traditional education, the learning activity is structured by the teacher and the institution. This imposed structure may conflict with the adult's deep need to be self-directing and may encourage resistance, apathy, or withdrawal. Learning contracts make the planning of learning experiences a mutual undertaking between learners and their instructors, mentors, and perhaps peers.

The following steps can be used to help literacy workers and students develop individually guided education plans.

1. *Diagnose your learning needs.* A learning needs is the gap between where you are now and where you want to be in regard to a particular set of competencies. You may already be aware of certain learning needs, as a result of personal appraisal or other assessment means. Either alone or with the help of people who have carefully observed your performance, assess the gap between where you are now and where you want/need to be.

2. *Specify your learning objectives.* Each of the learning needs you identified in Step 1 will now be translated into learning objectives, being careful that your objectives describe what you will learn, not what you will do to learn them. State the objectives in whatever terms are most meaningful to you.

3. *Specify learning resources and strategies.* After listing your objectives, describe how you plan to go about accomplishing each objective. Example: Objective: To improve my ability to organize my work so that I can accomplish 20 percent more work in a day. Resources & Strategies: 1) find books and articles in the library on how to organize work; 2) find three people to talk to that seem to organize their work efficiently; 3) select the techniques I learn about that seem best for me, and plan one day's work using these techniques.

4. *Specify evidence of accomplishment.* Describe what evidence you will collect to indicate the degree to which you have achieved each objective.

5. *Specify how the evidence will be validated.* Decide how the evidence is to be judged. Each criteria will probably be different. After this has been decided, indicate who will judge the evidence.

6. *Review the contract with others.* With two or three fellow students, your instructor or tutor, or other resource persons, review the contract to determine if the objectives are clear, understandable and realistic. Should other objectives be included? Are the strategies and resources reasonable and appropriate?

7. *Carry out the contract.* Keep in mind that as you work on the contract your ideas may change. Revise the contract accordingly.

8. *Evaluate your learning.* Have you learned what you wanted to? In addition to self-assessment, ask some of the persons you used as consultants to examine your judgment.

REFERENCES

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Meader, P. (2000). The effects of continuing goal-setting on persistence in a math classroom. Focus on Basics, 4, 7-10.

Research review: Learning styles. (Author, source, and publication date unknown).

V.B. STUDENT ASSESSMENT

V.B.1 STUDENT ASSESSMENT: THE BASIC ENGLISH SKILLS TEST (BEST)

The Basic English Skills Test (BEST) is the designated assessment instrument for students enrolled in English as a Second Language (ESL) programs. The BEST is a performance-based instrument that tests listening comprehension, speaking, reading and writing skills of limited English-speaking adults. It consists of two sections: an Oral Interview and a Literacy Skills Section. There are two forms of the test, B and C, which can be used on an alternating basis.

The Oral Interview Section is a one-on-one interview that includes a series of questions and tasks that simulate life skills such as telling time and asking for directions. It takes about 10-15 minutes to administer and includes reading and writing tasks which serve as a screening device for the Literacy Skills Section. The Oral Section tests four skill areas: listening comprehension, communication, fluency, reading/writing. Students must score 5 on the literacy screen before they can take the Literacy Section.

The Literacy Skills Section focuses on daily reading and writing tasks such as reading clothing and food labels, addressing an envelope, and filling out an application. This section is not timed and can be administered individually or in a group. The key criterion in scoring the literacy section is comprehensibility.

All students should be assessed when they enter an ESL program (baseline assessment-Form B). The baseline scores will allow a program to place a student according to her or his functional level. In order to determine how much a student has learned, she or he will need a progress test. The Center for Applied Linguistics (CAL), developer of the BEST, has indicated that gains can be measured after 40 to 60 hours of instruction. However, it is not recommended to progress test before 40 hours of instruction.

The Center for Applied Linguistics is currently revising the BEST and is developing a computer assisted version of the test. This computer assisted version will have a bank of test items which will provide for testing higher levels and multiple versions of the test.

The Texas Education Agency (TEA) and the National Reporting System (NRS) use the BEST scores for the Oral Interview and Literacy Skills Sections to provide correlation to the Student Performance Levels (SPL) and the Functional Levels. The following charts list the scores, the Student Performance Levels (SPL) and the Functional Levels.

The BEST can be ordered from the Adult Literacy Clearinghouse at Texas A&M University in College Station. The ESL Professional Development Projects at Texas A&M University-Kingsville and University of Texas San Antonio can assist in training an adult education program's staff in the administration of the BEST.

V.B.1.a. BEST Scaled Scores, Student Performance Levels, and APR Functional Levels

Oral Interview

BEST score (Form B) or Scaled score (Form C)	BEST SPL (Student Performance Level)	Functional Level (for Annual Performance Report)
0-8	0	Beginning Literacy ESL
9-15	1	
16-28	2	Beginning ESL
29-41	3	
42-50	4	Low Intermediate ESL
51-57	5	High Intermediate ESL
58-64	6	Low Advanced ESL
65+	7	High Advanced ESL

BEST COPY AVAILABLE

V.B.1.a. BEST Scaled Scores, Student Performance Levels, and APR Functional Levels

Literacy Skills

BEST score (Form B) or Scaled score (Form C)	BEST SPL (Student Performance Level)	Functional Level (for Annual Performance Report)
0-2	0	Beginning Literacy ESL
3-7	1	
8-21	2	Beginning ESL
22-35	3	
36-46	4	
47-53	5	Low Intermediate ESL
54-65	6	High Intermediate ESL
66+	7	Low Advanced ESL
???	8	High Advanced ESL

V.B.2 STUDENT ASSESSMENT: TESTS OF ADULT BASIC EDUCATION (TABE)

Tests of Adult Basic Education (TABE) assess basic reading, mathematics, and language skills of students enrolled in Adult Basic Education and/or GED classes. The assessment yields objective mastery information for skills usually learned in Grades 1-12, and provides percentile and scale scores. Grade equivalent scores are also provided for TABE.

The Secretary's Commission on Achieving Necessary Skills (SCANS) Report included recommendations that directly influenced the development of TABE 7 & 8. In addition to assessing foundation skills such as reading, mathematics, and language, TABE 7 & 8 address the SCANS competencies of gather information, organize information, analyze information, generate ideas, synthesize elements, and evaluate outcomes. TABE items, which mirror these competencies, are classified as Thinking Skills.

TABE 7 & 8 provides comprehensive and reliable information to ensure that adult students will be successful in today's society. This information is gained through the types of assessments that TABE provides. These assessments include subtests in reading, mathematics, computation, applied mathematics, language, and spelling. Norm-referenced and competency-based information are given as well. TABE 7 & 8 support the same philosophies found in the best adult education programs because they: highlight numerous integrated objectives, feature items that focus on adult life skills, and provide correlations to predict success on the General Educational Development (GED) Exam. TABE 7 & 8 scores for Levels D (Difficult) and A (Advanced) predict performance on the GED Exam. The Federal Government has recognized Level A as a method that is able to demonstrate "ability to benefit" for students who want to apply for government-sponsored student loans. Programs that use the National Reporting

System (NRS) can use TABE to demonstrate student progress toward literacy, education, and job-related goals. TABE is either locally hand-scored or locally scored with TestMate™ TABE software.

V.B.2.a Complete Battery and Survey Components

TABE's various components, levels, and forms allow a program to efficiently focus its assessment activities. A program may choose either the Complete Battery for both norm and curriculum-referenced information, or the Survey, if time is limited. Taking half as much time to administer as the Complete Battery, the Survey yields Total Reading, Total Math, Total Language and Total Battery scores. Use TABE's two parallel forms, Form 7 and Form 8, to ensure valid results when retesting the same student. The optional Locator Test allows a program to select the right level of assessment for each student.

TABE Level	**TABE 7 & 8 Grade Level Range**
L (Limited literacy)	0 - 1.9
E (Easy)	1.6 - 3.9
M (Medium)	3.6 - 6.9
D (Difficult)	6.6 - 8.9
A (Advanced)	8.6 - 12.9

V.B.3 STUDENT ASSESSMENT: PORTFOLIOS

The real value of a portfolio does not lie in its physical appearance, location, or organization; rather, it is in the mindset that it instills in students and teachers. Portfolios represent a philosophy that demands that adult education professionals view assessment as an integral part of instruction, providing a process for teachers and students to use to guide learning.

A portfolio is an expanded definition of assessment in which a wide variety of indicators of learning are gathered, before, during, and after instruction.

As a philosophy, a portfolio honors both the process and the products of learning as well as the active participation of the teacher and the students in their own evaluation and growth.

Examples of what a portfolio may consist are:

- ✓ Informal Interview:
  - past school experience
  - self assessment regarding what is difficult for her/him
  - has she/he been diagnosed with a learning disability
  - employment history
  - purpose for attendance
- ✓ Goal Setting:
  - initial goal statement
  - timetable for completion
  - record of progress toward goals
- ✓ Reading:
  - audio tape of reading the same material every 2-3 months

analysis & improvements noted on tape

list of books/other material read

checklist of skills covered in tutoring sessions

✓ Writing:

samples of writing, dated

analysis of improvements noted in writing samples

log of milestones in writing (1st sentence written, 1st use of paragraphing, 1st journal entry w/perfect spelling, 1st letter mailed, 1st full-page story written)

journals

spelling lists or tests

✓ Behavioral:

log of reading or writing habits outside of class (list by date, type, duration, and/or quantity)

analysis of improvements noted in habits

log of feelings about reading

V.C STUDENT TRANSITION

Basic skills are the absolute minimum for anyone who wants to get even a low skill job. Acquisition of basic skills alone does not guarantee a career or access to a college education, but without them, an adult has virtually no opportunity. Higher order thinking and problem solving skills permit adults to analyze, synthesize, and evaluate complex materials and situations. It is these skills that allow adult workers to master and advance in their work.

In order for adult learners to be able to make the transition from adult secondary education to work or to further training/education, "real-world" adult secondary education programs and curriculum should also include transition content and services. Students need to acquire competence in the *Equipped for the Future* generative skills and content standards, particularly those related to the adult's role as a worker.

Adult learners also need information and referral services, such as labor market and career information and exploration, employment and training resources, postsecondary education opportunities, financial aid, and child care resources. Program strategies for collaborative referral partnerships (e.g., collaboration agreements) with job training entities and for articulation agreements with postsecondary education entities will permit adult secondary education students to work toward fulfilling their roles as family member, worker, and citizen.

TABE

Most Frequently Asked Questions

- "Ability-to-Benefit" Guidelines
- Accommodations
- Administration
- Correlations and Uses of TABE Scores
- Customer Service
- Electronic TABE
- General Questions about TABE
- Grade Equivalents
- Norms
- Prices and Ordering
- Site Licenses and Networks
- Spanish Assessments/*TABE Español*
- Staff Development
- Student Workbooks
- Work-Related Assessments

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TABE

Most Frequently Asked Questions

"Ability-to-Benefit" Guidelines

1. **Can TABE be used to qualify students for aid under "Ability-to-Benefit" (ATB) guidelines?**
Yes. Level A of TABE 5/6 and TABE 7/8 (both Survey and Complete Battery editions) may be used to qualify students for federally-guaranteed student loans under the U.S. Department of Education's "Ability-to-Benefit" guidelines. For more information, e-mail the TABE "Ability-to-Benefit" Manager at adult_assessment@ctb.com.

2. **How do I become certified to administer TABE as an "Ability-to-Benefit" test?**
To administer TABE in accordance with "Ability-to-Benefit" guidelines, you must be able to:
   - read and follow the directions in the TABE Examiner's Manuals
   - calculate the scores in accordance with the Norms Book instructions
   - function in the manner of a professional assessment administrator, as outlined in the Purchaser's Qualification Statement, printed in the CTB/McGraw-Hill Assessment Product and Services Catalog.

   There is no charge to apply for ATB TABE Test Administrator Certification. To obtain an application form, e-mail the "Ability-to-Benefit" Manager at adult_assessment@ctb.com.

3. **What must I do under ATB guidelines after I receive my students' TABE scores?**
Once a year, you must send a report of your students' scores to the TABE Adult Assessments Manager, CTB/McGraw-Hill, 20 Ryan Ranch Road, Monterey, CA 93940. CTB is responsible for analyzing these scores and making periodic reports to the U.S. Department of Education, indicating if the scores show any evidence of irregularities.

4. **What TABE tests are approved for ATB?**
The Survey and Complete Battery editions of TABE 5/6 and TABE 7/8, Level A, may be used to qualify students for "Ability-to-Benefit" status under U.S. Department of Education guidelines. Only the pencil-and-paper, not the PC version, has been approved.

5. **What are the ATB cut points?**
The scale score cut points are:

For TABE 7/8, Level A	Reading, 559, Language 545, Total Mathematics 562.
For TABE 5/6, Level A	Total Reading 768, Total Language 714, and Total Mathematics 783.

   Students must pass in all content areas, not just the Total Battery.

6. **Is there a cut-point for Spelling under ATB guidelines?**
No. There used to be, but there isn't anymore.

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TABE

Most Frequently Asked Questions

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Accommodations

1. **When administering TABE, can we offer accommodations for students with special needs?**
A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is important that the selected accommodation minimize any advantage or disadvantage of completing the test. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation. TABE-PC is appropriate for some students who have difficulty taking paper-and-pencil tests. Some TABE administrators have made other accommodations such as allowing extra time to complete the test or letting students mark answers in test booklets rather than on separate answer sheets. Additional accommodation suggestions are available in CTB's Assessment Accommodations Checklist (#53682); to order call Customer Service at (800) 538-9547.

2. **May I administer TABE as an untimed test?**
If you use different time limits than were used in the standardization process, it compromises the interpretation of the norms. However, CTB recognizes that time extensions may be warranted to accommodate persons with certain disabilities, or when TABE is being used exclusively to diagnose the learning objectives an individual still needs to master.

3. **Are there special editions of TABE for people with visual disabilities?**
Large-print editions of TABE are available from CTB and may be ordered by calling Customer Service toll-free at (800) 538-9547. Braille editions may be ordered through the American Printing House for the Blind by calling (502) 895-2405.

4. **How should we interpret scores when we administer TABE under non-standard conditions?**
Whenever non-standard directions and time limits are utilized, norm-referenced comparisons should be treated with great caution, since the only norms available are those based on test administrations using standard directions and time limits. Nonetheless, CTB believes that information about instructional strengths and needs of students can be obtained from a non-standard test administration. This is best done by focusing on the curriculum-referenced--or objective mastery--information the test can provide. For more information, consult CTB's publication, *Guidelines for Using the Results of Standardized Tests Administered Under Non-Standard Conditions.* Obtain your free copy by calling Customer Service at (800) 538-9547.

TABE

Most Frequently Asked Questions

Administration

1. **Who is eligible to administer TABE?**
   Adult educators and administrators who have a general knowledge of measurement principles and are willing to abide by the assessment standards of the American Psychological Association, may administer TABE. These professional standards require TABE administrators to follow specific guidelines, such as keeping tests in a secure place and administering them only as directed. For additional information, see the Purchaser's Qualification Statement in the back of the CTB/McGraw-Hill Assessment Products and Services Catalog.

2. **How will I know which level of TABE to administer?**
   For adult basic education, or other programs that include students at various levels of ability, administer the Locator Test first, and the results will indicate which level of TABE to use by content area. If you are using TABE as a screening tool for a program that requires a certain level of ability, select the appropriate level of TABE commensurate with the content difficulty for the program. For example, if you were screening for a nursing program that requires a 10th-grade reading level for admission, you would select TABE Level A.

3. **How does the TABE Locator Test work?**
   TABE 5/6 has two locators--one for mathematics and one for reading/language. TABE 7/8 has three locators--one each for reading, mathematics, and language. The entire Locator Test takes approximately 35 minutes to complete. Each locator subtest will determine the appropriate level of test that the student should take. NOTE: One should not assume that each student arrives to be tested with the same level of performance in each content area.

4. **Do I have to administer the Locator Test?**
   Administering the Locator Test is optional but strongly recommended to help you choose the right level of TABE (Easy, Medium, Difficult, or Advanced) for each examinee by content area. Using the right level of a test is essential to obtain the most accurate measurement of knowledge. The exception to this recommendation would be if you were screening for a program that required a specific level for entry or exit.

5. **For what target audiences was TABE designed?**
   TABE can be used with a wide range of audiences:
   - high school equivalency or GED programs
   - vocational programs
   - certain community college programs
   - welfare-to-work programs
   - occupational or military advancement programs
   - alternative educational programs
   - English for Speakers of Other Languages (ESOL) programs, which may include basic education, vocational, and life skills assessment.

6. **What types of adult education programs can use TABE?**
   TABE is useful for any program that needs to assess basic educational skills in an adult population. TABE has been used successfully by adult basic education, correctional education, vocational-technical programs, corporate training, one-stop career centers, military, college, non-profit, and union programs.

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TABE

Most Frequently Asked Questions

7. **Can TABE be used for high school students?**
Yes. TABE was normed on a population aged 15 years and above. TABE is a viable option to current norm-referenced tests for high school levels. Although TABE items were specifically designed for adults, TABE scale scores are linked statistically to the *California Achievement Tests, Fifth Edition,* (CAT/5), created for K-12 students.

8. **How can I improve test security?**
Always keep tests, manuals, and answer sheets secure. Never allow examinees to leave the test site with answer sheets or test books. Do not show test items (other than those designated as Sample Items) to students or discuss their answers. Make sure your staff understands the procedures necessary to maintain test security when they administer and score TABE. If you would like to schedule a training session for your staff members, contact your CTB Evaluation Consultant, or call CTB Customer Service at (800) 538-9547.

9. **How long does it take to administer TABE?**
It depends on which version of TABE you choose. The TABE 7/8 Locator Test, including all three sections in Reading, Mathematics, and Language, takes approximately 35 minutes to administer. The TABE 7/8 Survey takes about 1-1/2 hours, and the Complete Battery takes about 3 hours. Times for other TABE versions vary, so it is best to talk with your CTB Evaluation Consultant to discuss your specific testing needs.

10. **How soon can I retest examinees with the same form?**
Please allow a minimum of six months between testing to avoid the "practice effect" in which a student scores artificially high because of familiarity with test items. Also, do not review TABE with students to show them the questions they answered correctly or incorrectly if you plan to retest with the same form at the same level. You may provide the students with instructional booklets such as *Getting to Know TABE* or *Building Skills with TABE* to help them gain confidence and master specific learning objectives.

11. **Can I administer different levels of TABE as a pre-test and post-test?**
Yes. TABE scales are calibrated across levels so scores from various levels of TABE may be compared to show progress. For example, if a student's initial Locator Test scores placed him at Level E, he should be pre-tested with TABE Level E. After a program of study, it should be determined if a student has advanced to a new level before he or she is retested. Advancement may be indicated by a very high score on the original pre-test, extraordinary progress in class, or a higher score upon re-administration of the Locator. If the teacher judges that the student has advanced from level E to Level M, a level M post-test should be administered. Because all levels of TABE are calibrated on the same scale, results may be compared across levels.

12. **If I only need information about certain subject areas, can I just administer certain sections of TABE?**
Yes. Any of the subtests can be administered as a stand-alone assessment. If you want to "quick screen" a student for basic reading and mathematics application skills, for example, you can administer just the Reading and Mathematics Applications subtests from the TABE Survey. This will take less than an hour, yet give a fairly good picture of the student's skills in those two subject areas. A word of caution, however: this use of TABE is not appropriate when detailed diagnostic information is needed, or when extremely valid, reliable data is needed to support a high-stakes decision concerning the student.

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TABE

Most Frequently Asked Questions

Correlations and Uses of TABE Scores

1. **Can TABE be used as both a pre-test and a post-test?**
Yes. TABE 7/8 were designed to serve as a pre-test and post-test for the same group of students. Generally, educators administer different forms of TABE at the same level when pre-testing and post-testing. However, if a student pre-tested near the top of the range, has made extraordinary progress in class, or re-takes the Locator and scores at a higher level, you may elect to use the next higher level of TABE as a post-test. This type of multi-level testing will yield valid results because all levels of TABE are on the same scale.

2. **Can I use TABE for entrance screening or to make employment decisions?**
TABE is an excellent tool to assist in making decisions regarding academic programs and employment. However, we don't recommend TABE be used as the sole measure for such decisions. CTB strongly recommends that our customers use multiple measures of assessment for high-stakes decisions such as hiring or acceptance into a training program. TABE works very well as a screening tool when used in conjunction with other information gained from such sources as interviews, transcripts, and references. Note: CTB does not set or recommend cut-point scores for screening candidates into programs. Such standards must be determined by the user.

3. **Can I obtain diagnostic information from the TABE Survey?**
Yes. Survey results indicate which learning objectives a student has mastered and which still need more work, but the diagnostic information is not as reliable as that obtained from the Complete Battery, which includes more items.

4. **Can you compare the scores from TABE 5/6 to TABE 7/8?**
Yes. An equating study was carried out in the fall of 1994 in which 7,000 examinees took both Forms 5 and 7 of the TABE Survey. The result was a table linking the scale scores on Form 5 to the scale scores on Form 7. More information about this study is available on page 27 of the TABE 7/8 Technical Report. You may request a copy of this table by e-mailing adult_assessment@ctb.com.

5. **Are TABE scores correlated to GED scores?**
Yes. CTB conducted a study to determine the relationship between TABE 7/8 (Survey and Complete Battery) and the GED Tests. Information on examinees' performance on both tests was collected from over 50 institutions, including schools, GED testing centers, and correctional institutions. Participants took both tests within a 12-week period. In most cases, TABE was taken prior to the administration of the GED. The results show that TABE scores are good predictors of performance on the GED Tests. Correlation tables showing the linkage between specific TABE and GED scores are available in the TABE Norms Book, Forms 7/8 (#91487-F) which may be ordered through your Evaluation Consultant or by calling Customer Service at (800) 538-9547.

6. **Is TABE equivalent to the GED?**
They are not identical tests. TABE is designed to test basic educational skills using adult content; it measures performance on reading, mathematics computation, applied mathematics, language, and spelling. The GED Tests are designed to see if a student has learned the curriculum students generally receive in a high school education; it measures writing, social studies, science, reading, and mathematics. A student's performance on TABE 7/8, Levels D or A, is a good predictor of how that student will perform on the GED.

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TABE

Most Frequently Asked Questions

7. **Can TABE be used to prepare for the GED?**
Yes. Many adult educators administer TABE to see if a student is ready to take the GED. Because items on TABE are linked to specific learning objectives, TABE scores help students focus their study on skills that need the most work.

8. **Are TABE scores correlated with NALS?**
Yes. The National Adult Literacy Survey (NALS) measures three categories of applied literacy. Prose literacy is defined as the ability to use information from everyday texts such as news stories, editorials, and poetry. Document literacy is the ability to use printed materials such as job applications, maps, and transportation schedules. Quantitative literacy is the ability to apply arithmetic operations to numbers that are found in printed materials such as restaurant checks, order forms, and advertisements. Many items from the TABE reading and mathematics subtests, as well as those from Work-Related Foundation Skills, Problem-Solving, and TABE Español, measure these same abilities. Correlation tables are given in the TABE 7/8 User's Handbook (#91488) which you may order by calling Customer Service at (800) 538-9547.

9. **Are TABE scores correlated with SCANS?**
Yes. SCANS refers to the Secretary (of Labor's) Commission on Achieving Necessary Skills, and comprises five work-place competencies plus three sets of foundation skills, needed for solid job performance. The five competencies are:

- use and allocate resources
- use interpersonal skills
- use information
- work with systems
- use technology

The foundation skills are:

- basic skills (reading, writing, and so on)
- thinking skills (such as reasoning and problem-solving)
- personal qualities (including individual responsibility, integrity, and others).

A correlation table showing which TABE products assess each of these skills is found in the TABE 7/8 User's Handbook (#91488) which you may order by calling Customer Service at (800) 538-9547.

Customer Service

1. **How can I get some more printed information about TABE to share with my colleagues?**
   If you need additional information, contact our Customer Service Department and request a TABE brochure or a CTB/McGraw-Hill Assessment Products and Services Catalog. For specific CTB representatives in your area, call Customer Service at (800) 538-9547.

2. **May I preview some sample TABE tests?**
   Yes. Bona fide adult educators and administrators with a general knowledge of measurement principles who are willing to abide by the assessment standards of the American Psychological Association may preview TABE test materials. To arrange for your materials, call your CTB Evaluation Consultant or your CTB Regional Office. To get up-to-date contact information for your Evaluation Consultant, call Customer Service at (800) 538-9547.

3. **I'd like to talk with someone about TABE before I place an order. Who should I call?**
   You may contact the CTB Evaluation Consultant or the CTB Regional Office for your area, or call our Customer Service Department in Monterey, California at (800) 538-9547.

4. **I need some help getting my TABE-PC to work right. Who do I call?**
   Contact CTB's Technical Support Department in Monterey, California toll-free between 4:30 A.M. and 5:00 P.M. Pacific time.
   Telephone: (800) 459-6522
   Fax: (800) 459-4210
   E-mail: tmsupport@ctb.com

5. **If I upgrade from TABE 5/6 to TABE 7/8, can I exchange my leftover tests and answer sheets, or get a discount, on new ones?**
   CTB's policy is to allow exchanges on unopened packages of test materials that have been purchased within the past 12 months. For exchange permission or discount information, contact the CTB Evaluation Consultant for your area to make arrangements. To get the latest contact information for your Evaluation Consultant, call Customer Service at (800) 538-9547.

TABE

Most Frequently Asked Questions

Electronic TABE

1. **Can TABE tests be administered electronically?**
   Yes. TABE-PC is available to administer on personal computers.

2. **Can TABE tests be scored electronically?**
   Yes. TABE-PC offers instant scoring, and *TestMate TABE* allows you to scan and score TABE answer sheets and create reports in multiple formats.

3. **Are TABE tests available on the web?**
   Not yet, but we are exploring the option of web-based testing and would like to hear what you think about this topic. Send your ideas and questions about online testing via e-mail to adult_assessment@ctb.com.

4. **Is TABE-PC Y2K compliant?**
   Yes, TABE-PC, Version 4.0 is Y2K compliant. If you have further questions, consult the CTB/McGraw-Hill web site or call CTB Technical Support at (800) 459-6522, Monday through Friday, 4:30 A.M. to 5:00 P.M. Pacific time.

5. **Can I get a demonstration disk for TABE-PC?**
   No, but you can purchase TABE-PC with a starter pack of seven administrations. If you are not satisfied with it, you may return it within 30 days for full credit or refund.

6. **What operating systems will *TestMate TABE* work with?**
   It will work with a DOS operating system, Windows 95, or Windows 98. If you have additional questions about operating systems, call CTB Technical Support toll-free at (800) 459-6522, Monday through Friday, between 4:30 A.M. and 5:00 P.M. Pacific time.

7. **What operating systems will TABE-PC work with?**
   It will work with Windows 3.1x, Windows 95, Windows 98, or an NT system, version 3.2C or higher.

8. **What type of hardware do I need to run TABE-PC?**
   You need a 386 processor (with a 486 or higher strongly recommended), and MS-DOS version 3.3 or higher, Microsoft Windows, version 3.1 or higher, 2 MB RAM, an EGA monitor, hard disk and diskette drives, and a printer.

9. **Do you sell TABE-PC or *TestMate TABE* hardware?**
   No, but we provide specifications so you can select hardware that will run TABE applications effectively.

10. **What do the initials on the TABE electronic scoring keys mean?**
    These refer to various TABE norm groups, the edition of TABE being normed, and the year in which the norming study was conducted. Enter the code for the group against which you wish to compare your students' scores. Please see the tables on the following page.

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TABE

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TABE 7/8

TABE94BE	Complete Battery, Adult Basic Education Students
TABE94VO	Complete Battery, Vocational-Technical Education Students
TABE94CO	Complete Battery, College Students
TABE94OF	Complete Battery, Adult and Juvenile Offenders
TABE94LO	Locator Test
TABE94SB	Survey, Adult Basic Education Students
TABE94SC	Survey, College Students
TABE94SO	Survey, Adult and Juvenile Offenders
TABE94SV	Survey, Vocational-Technical Education Students

TABE 5/6

TABE87BE	Complete Battery, Adult Basic Education Students
TABE87AO	Complete Battery, Adult Offenders
TABE87JO	Complete Battery, Juvenile Offenders
TABE87VT	Complete Battery, Vocational-Technical Education Students
TABELOC	Locator Test
TABE87SB	Survey, Adult Basic Education Students
TABE87SA	Survey, Adult Offenders
TABE87SJ	Survey, Juvenile Offenders
TABE87SV	Survey, Vocational-Technical Education Students

11. What *TestMate TABE* tests and reports will I need to see the predicted GED scores for a student?

Predicted GED scores are calculated for students who take Level D or A of TABE. The score appears on the Student Multi-Reference Report.

TABE

Most Frequently Asked Questions

General Questions about TABE

1. **What is TABE and what does it include?**
TABE stands for *Tests of Adult Basic Education*. It is designed to assess reading, mathematics, language, and spelling skills. It also includes a version in Spanish and independent tests that assess basic skills in work-related contexts. TABE is available in paper-and-pencil and computer-based formats.

2. **What educational levels does TABE cover?**

Forms 7/8		**Forms 5/6**	
Level L	Grade 0.0-1.9		
Level E	Grade 1.6-3.9	Level E	Grade 2.6-4.9
Level M	Grade 3.6-6.9	Level M	Grade 4.6-6.9
Level D	Grade 6.6-8.9	Level D	Grade 6.6-8.9
Level A	Grade 8.6-12.9	Level A	Grade 8.6-12.9

The TABE levels represent the range of content difficulty typically found in educational programs at the grades indicated. Examinees may score above or below the range for a given level, depending on their mastery of the skills covered in that level.

3. **What content areas does TABE assess?**
TABE 7/8 measures the following five content areas:
- Reading
- Mathematics Computation
- Applied Mathematics
- Language
- Spelling (optional)

Each content area has subordinate objectives and sub-skills. Mathematics Computation and Applied Mathematics when combined yield a Total Mathematics score.

TABE 5/6 measures the following seven content areas:
- Reading Vocabulary
- Reading Comprehension
- Mathematics Computation
- Mathematics Concepts and Applications
- Language Expression
- Language Mechanics
- Spelling (optional)

Each content area has subordinate objectives and sub-skills. Reading Vocabulary and Reading Comprehension when combined yield a Total Reading score. Mathematics Computation and Mathematics Concepts and Applications when combined yield a Total Mathematics score. Language Expression and Language Mechanics when combined yield a Total Language score.

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TABE

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4. **How valid and reliable are the TABE tests?**
Validity refers to how well a test measures what it is designed to measure. When creating TABE, the CTB/McGraw-Hill developers conducted a comprehensive review of adult curricula and met with experts to determine common educational goals, plus the knowledge and skills emphasized in these curricula. TABE items were then designed to measure this instructional content. TABE has been statistically correlated to the GED tests, and its content has been mapped to the NALS literacy categories and the SCANS competencies.

Reliability refers to the consistency of test results. A reliable test produces scores that are similar when the test is administered repeatedly under the same conditions, i.e., standardization conditions.

The TABE Survey yields a reliable estimate of an individual's overall achievement. CTB recommends the TABE Complete Battery be used when accurate scores for individual sub-tests (subject areas) are required, or when it is necessary to demonstrate that an individual has mastered specific objectives.

Data related to the standardization, norming, and reliability of TABE can be found in the TABE Technical Report.

5. **Have there been any reviews of TABE?**
Yes, TABE 7/8 was reviewed in The Thirteenth Mental Measurements Yearbook, edited by James C. Impara and Barbara S. Plake, published in Lincoln, Nebraska, 1998, by The Buros Institute of Mental Measurements.

6. **What was done to reduce bias in TABE?**
A test is biased if it systematically measures differently for different ethnic, cultural, regional, or gender groups. TABE was produced under the same rigorous bias-reduction guidelines CTB applies to all its tests. These guidelines include extensive review by in-house staff as well as reviews by outside ethnic- and gender-bias reviewers. In addition, CTB uses statistical procedures to identify items that function differently for different groups. Both reviewers' comments and statistical data are used in the item-selection process to eliminate biased test items.

7. **What's the difference between the Complete Battery and the Survey?**
The Survey edition is a shortened form of TABE that was composed from a subset of the items found in the Complete Battery. Administering the Survey takes about half the time of the Complete Battery. Both the Survey and the Complete Battery measure the same content areas, but the Survey has fewer questions. Because the Survey is shorter, it does not provide the breadth of coverage for each objective that is found in the Complete Battery. Both editions are on the same normative scale and therefore, may be used in pre-test/post-test situations, e.g., pre-test with Complete Battery, Form 7 and post-test with Survey, Form 8.

Most Frequently Asked Questions

8. **When should I use the Complete Battery, and when should I use the Survey?** Use the Complete Battery when making high-stakes decisions (such as acceptance into an academic program), when you have three hours to administer a test, when you need detailed objective mastery information, or when test results are likely to be challenged. Use the Survey if testing time is short, if you are screening for program entry/exit, or using a pre-test/post-test model where the Survey would be your post-test. In other words, use the Survey when decisions are low-stakes, broad-brush information is sufficient, and test results are unlikely to be challenged.

9. **How many different TABE tests are available?** There are six different groups of TABE tests:
   - TABE Complete Battery is a comprehensive assessment of adult basic skills in Reading, Mathematics, Language, and Spelling. TABE 7/8 has five levels and two forms and spans a range of difficulty from pre-literacy through Grade 12. TABE 5/6 has four levels and two forms and spans a range of difficulty from Grade 2.6 through Grade 12.
   - TABE Survey is a shortened version that is composed of items from the Complete Battery.
   - TABE Español is a Spanish version of TABE 7. It has one form and two levels--E and M.
   - TABE Work-Related Foundation Skills measures basic skills in an applied manner, as recommended by the Carl Perkins Vocational Education Act and SCANS (Secretary's Commission on Achieving Necessary Skills). There are four forms--Health, Business/Office, Trade/Technical, and General. These tests are unique because the questions are written in the context of each occupational area. There is one level for each form, corresponding in difficulty to TABE 7, Level D.
   - TABE Work-Related Problem-Solving measures the ability to solve problems in job-related contexts. The questions are open-ended, requiring the student to write in responses. This test must be hand-scored, and scores transposed to an answer sheet for electronic scoring. This test has one level and two forms.
   - TABE-PC is the TABE computer-administered system in which all questions from the Locator Tests through all levels and forms of TABE (with the exception of TABE Problem-Solving) can be administered. TABE-PC replicates the item sequence and administration times of the paper-and-pencil versions of TABE. This computer-administered test system is designed to provide ease of administration, reliability in scoring, and security of all test items. Tests are scored instantaneously and can provide diagnostic, prescriptive and pre/post test reports.

10. **What's the difference between TABE 5/6 and TABE 7/8?** TABE 5/6 was published in 1985. TABE 7/8 was published in 1994. TABE 7/8 was constructed to reflect national standards such as SCANS, NALS, NCTM, and NCTE Standards. These standards reflect the direction of state and federal academic expectations of students. TABE 7/8 is more applications-based than TABE 5/6. TABE 7/8 demands that students demonstrate and apply their knowledge. (See the TABE User's Guide for a more detailed explanation of the difference between the two TABE editions.)

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11. Do I need to purchase both Form 7 and Form 8?

The answer depends upon the purpose of the assessment. If you intend to pre-test and post-test students to show gain or improvement over time, then both forms would be recommended--Form 7 for pre-testing and Form 8 for post-testing. If you retest with the same level and form that was used in the pre-test, keep in mind that the American Psychological Association (APA) guidelines indicate at least 6 months should elapse between the test administrations.

12. Can I mix and match various versions of TABE?

Items from different versions of TABE, such as Complete Battery and Survey, Forms 7/8, or Levels L, E, M, D, and A, have all been placed on the same scale, resulting in statistically comparable test scores. (See the TABE Norms Book: Forms 7/8, p. 26 for more information.)

There is a Linking Table for converting scale scores for TABE 5/6 sub-tests to scale scores for equivalent TABE 7/8 sub-tests. The linking table is useful for customers who are switching from TABE 5/6 to TABE 7/8 and want to maintain consistency of test scores.

Grade Equivalents

1. **Once I have a TABE score, how do I determine the grade equivalent?**
If you are scoring TABE 7/8 by hand, use the TABE 7/8 Norms Book to determine grade equivalent. For example, if you turn to page 48 to find out a student's performance on the applied mathematics exam, you would first find the student's score in the "NC" or "number correct" column at the left of the table. If the score were 42 correct answers, you would then read across to the "SS" or "scale score" column, and then to the "GE" column which shows a grade equivalent of 6.4. To order a TABE 7/8 Norms Book (#91487-F), call Customer Service at (800) 538-9547.

2. **Can students get a grade equivalent above 12.9?**
Grade equivalent scores were obtained by statistically equating TABE scores with those of the *California Achievement Tests, Fifth Edition* (CAT/5), which only goes up to 12.9.

3. **I understand an examinee must read at an 8th grade level for TABE scores to be valid--is that true?**
No. The five levels of the TABE 7/8 Survey and Complete Battery measure reading performance at all pre-college levels, from beginning literacy through the 12th grade. The Locator tests tell administrators which level of TABE should be used for each student. TABE Work-Related Foundation Skills and Problem-Solving tests are geared to readers at Level D--grade levels 6.6 through 8.9. TABE Español is available for Level E (grade range 1.6-3.9) or M (grade range 3.6-6.9).

TABE

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Norms

1. **When was TABE 7/8 normed?**
   The norming studies for TABE 7/8 were conducted in the spring of 1994.

2. **Which adult reference groups were used when norming TABE?**
   Four norm reference groups were used for TABE 7/8 including:
   1) adult basic education,
   2) post-secondary vocational-technical students,
   3) adult and juvenile offenders, and
   4) college students.

Most

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Questions

Prices and Ordering

1. **How much does TABE cost?**
It depends on which versions of TABE you order and how much you order at one time. Price information tailored to the specific requirements of your organization is available from your CTB Evaluation Consultant. Basic information about current prices is available from our Customer Service Department in Monterey, California. Contact them at (800) 538-9547 Monday through Friday between 6:00 A.M. and 5:00 P.M. Pacific time to request a TABE brochure or a CTB/McGraw-Hill Assessment Products and Services Catalog.

2. **How many tests and score sheets come in a package?**
It varies. Most TABE test books and answer sheets come in packages of 25 or 50. Smaller institutions can order certain products in packages of 10. See the printed CTB/McGraw-Hill Assessment Products and Services Catalog for more details.

3. **If I buy large quantities of the same or mix-and-match test booklets and scoring sheets, will I get a discount?**
CTB does offer quantity discounts for large orders. Consult your CTB Evaluation Consultant for details. For up-to-date contact information on the consultant for your area, call Customer Service at (800) 538-9547.

4. **If I upgrade on TABE-PC from TABE 5/6 to TABE 7/8, do I get a price break?**
Yes. You can transfer all the TABE administrations you have purchased to your new versions of TABE at no charge. You only need to buy a TABE-PC Starter Pack for TABE 7/8, with a minimum of seven additional administrations. If you also use *TestMate TABE*, you will need to buy an extra set of norms (plus pay an annual service fee) for each version of the test you use. For more information, contact your CTB Evaluation Consultant or your CTB Regional Office, or call Customer Service at (800) 538-9547.

Site Licenses and Networks

1. **Can we put TABE onto our local area network?**
Yes, TABE-PC will run on local-area networks. For more information call CTB Technical Support at (800) 459-6522, Monday through Friday, 4:30 A.M. to 5:00 P.M. Pacific time.

2. **Can we put TABE onto our wide area network?**
Not yet. However, we are exploring ways to use TABE in WAN environments. If you have ideas or suggestions, please e-mail adult_assessment@ctb.com.

3. **What licenses are available for network users?**
TABE-PC comes with single-user and local area network (LAN) licenses, plus any quantity of test administrations you wish to purchase at one time. CTB defines a local area network as all the PCs in a single building. Information about larger licenses is available upon request. Discounts are offered based on projected usage--the greater the usage, the greater the discount. For additional information, contact your Evaluation Consultant or Customer Service at (800) 538-9547.

4. **Is there an unlimited site license fee?**
There are substantial quantity discounts for large TABE-PC and *TestMate TABE* users; however, all electronic TABE licenses require some level of per-test fee.

5. **Do I have to buy one TABE-PC starter set for each building--or for each separate workstation?**
TABE-PC site licenses cover an entire building with as many workstations as your network will support. However, if you want to use TABE in two different buildings--a main and a branch office or two separate locations on a campus--you would buy a site license for each building.

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TABE

Spanish Assessments/*TABE Español*

1. **Do you have a version of TABE to use with Spanish-speaking students?**
   Yes. *TABE Español* is a series of norm-referenced tests designed to assess the basic reading, mathematics, and language skills of adults whose primary language is Spanish. It is available in levels E and M.

2. **Do you have TABE tests for speakers of other languages besides English and Spanish?**
   No, but we would be interested in hearing from you if you have a need for TABE in other languages. Please e-mail your suggestions to adult_assessment@ctb.com.

3. **Does the administrator of *TABE Español* need to be fluent in Spanish?**
   Yes. The administrator must interview each student about his or her educational background, language proficiency, and reading habits. This helps to determine the general skill level at which the student should be tested and assure proper placement in an adult instructional program. The administrator must also be prepared to give instructions, read the Spanish test directions, and answer students' questions in Spanish because many students may be just beginning an ESOL course of study.

4. **Is the administrator's manual for *TABE Español* written in Spanish?**
   Yes. However, the Norms Tables and Technical Bulletin are written in English.

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TABE

Most Frequently Asked Questions

Staff Development

1. **Do you have a Teacher's Guide for TABE, or any other materials to help me train my staff?**
There are several guides designed for educators and administrators who work with TABE 7/8. They include:
   - Examiner's Manuals that tell how to administer each version of TABE
   - A User's Handbook (#91488) that explains all the versions of TABE and gives other helpful information on topics such as ideas for classroom learning activities, scoring, and interpreting TABE results.
   - The Marker Items Booklet (#10553), which helps educators understand and interpret TABE scale scores
   - Norms Books, which show educators how to compare their students' scores to those of reference groups such as other adult basic education students
   - Technical Reports and bulletins that explain the research studies and sophisticated statistical models underlying TABE tests
   - Various correlation and linking tables that show how TABE 7/8 scores relate to other assessments, such as TABE 5/6 or the GED, or how TABE objectives link to various competencies, such as SCANS.

   To order these materials, check the printed CTB/McGraw-Hill Assessment Products and Services Catalog. To request a free catalog, call Customer Service at (800) 538-9547 or fill out the online form.

2. **Can I get more information about the User's Handbook?**
The TABE User's Handbook is a binder filled with helpful information for TABE administrators and adult educators. It contains information about how to use all the different versions of TABE, and also offers information about assessment terms and concepts, how to interpret and apply results, support materials for TABE, and instructional strategies (which include classroom activities, practice items, and test-taking tips). The User's Handbook also shows the objectives tested at each level of TABE, correlations between the objectives of TABE 7/8 and TABE 5/6, and contains tables matching TABE 7/8 with important groups of competencies such as SCANS and the literacy categories of the National Adult Literacy Survey.

3. **How does the Marker Items Book work?**
This book might be subtitled "How to Understand and Interpret TABE Scale Scores." The book is a teacher's guide and staff development tool that gives examples of where typical items are located along the TABE scoring scale. Items measuring capitalization and punctuation, for example, are located around the 500 mark on the TABE scale, while items dealing with the more difficult objective of parallel sentence construction score over 700 on the same scale. Such examples help educators understand the meaning of "easy" versus "hard" items in relationship to the TABE scale, and to explain these differences to their students.

4. **My staff could use some training in test administration--do you offer any training programs?**
Yes. CTB can arrange a training program tailored to your needs at your site or another suitable location. To set up such a program, contact your CTB Evaluation Consultant or the CTB Regional Office for your area, or call Customer Service at (800) 538-9547.

TABE

Student Workbooks

1. **Are there any materials that can help my students become familiar with TABE?**
Yes. CTB has prepared *Getting to Know TABE,* a special 24-page booklet for prospective adult students to read before they take a TABE pre-test. It has a welcome letter, tips for taking tests, and some 50 self-scored practice items covering each of the five TABE sub-test topics. This introductory booklet is especially designed to reduce test-anxiety and give students experience "bubbling in" answers to selected-response items. For a sample copy, contact your Evaluation Consultant or Customer Service at (800) 538-9547.

2. **Are there materials to help my students learn objectives they have not mastered?**
Yes. After your students take the TABE pre-test, they can use *Building Skills with TABE* workbooks to study the objectives they have not mastered. Reading, Language, and Spelling are covered in one workbook at each level, while Mathematics Computation and Applied Mathematics appear in another workbook. There are eight books in all, geared to TABE 7/8, levels E through A.

   Each Building Skills workbook contains explanations of the educational objectives measured at the corresponding level of TABE. This is followed by completed sample items, practice items, and helpful tips and reminders. Teachers may treat the workbooks as consumable or reusable, with the purchase of optional separate answer sheets. To request a sample copy of *Building Skills with TABE,* contact your Evaluation Consultant or call Customer Service at (800) 538-9547.

3. **Can I get copies of old TABE tests for students to study?**
No. CTB does not make old TABE tests available for students to study. However, you can order *Getting to Know TABE* to reduce test-anxiety among new students, and *Building Skills with TABE* to help students master objectives once they have taken a TABE pre-test.

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Work-Related Assessments

1. **Does TABE specifically test work-related skills?**
   In TABE 7/8, the Complete Battery, Survey, and *TABE Español* assess basic academic skills, such as the ability to read and to solve mathematics problems These skills are assessed in contexts that are appropriate for adults, including work-related contexts. Separate test forms, the *TABE Work-Related Foundation Skills*, assess these same skills in the context of broad occupational areas. *TABE Work-Related Foundation Skills* is available in four forms:
   - Trade/Technical
   - Business/Office
   - Health
   - General

   TABE Work-Related Problem-Solving is a constructed-response test that assesses ability to solve various work-related problems, using a step-by-step approach. These TABE work-related forms assess basic skills in work-related contexts. They do not assess competencies or technical skills required to succeed in a particular occupation.

2. **Do you have a test that can assess a student's interest in various careers?**
   We currently do not have an interest inventory, but we welcome your ideas. Please e-mail us at adult_assessment@ctb.com and tell us what features you would like such an interest inventory to have.

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SECTION VI: ADULT EDUCATION CURRICULUM AND INSTRUCTION

LEARNING MUST BE PROBLEM-CENTERED.

LEARNING MUST BE EXPERIENCE-CENTERED.

EXPERIENCE MUST BE MEANINGFUL TO THE LEARNER.

THE LEARNER MUST BE FREE TO LOOK AT THE EXPERIENCE.

THE LEARNER MUST SET THE GOALS AND ORGANIZE THE SEARCH.

THE LEARNER MUST HAVE FEEDBACK ABOUT PROGRESS TOWARDS THEIR GOALS.

THE TEXAS STATE BOARD OF EDUCATION POLICY STATEMENT ON ADULT EDUCATION AND LITERACY SAYS: "WELL-DESIGNED ADULT EDUCATION AND LITERACY INSTRUCTIONAL PROGRAMS PROVIDE FOR ACTIVE PARTICIPATION OF LEARNERS AND BUILD ON THEIR PRIOR KNOWLEDGE, DRAWING ON A LIFETIME OF EXPERIENCES AS NATURAL RESOURCES FOR LEARNING. ADULTS CONSTRUCT MEANING BY INTEGRATING NEW EXPERIENCES AND INFORMATION INTO WHAT THEY HAVE ALREADY LEARNED." IN OTHER WORDS, STRATEGIES FOR WORKING WITH ADULT LEARNERS MUST INCORPORATE STUDENTS' REASONS FOR BEING IN SCHOOL. THEN, THOSE STRATEGIES MUST USE WHAT ADULT STUDENTS ALREADY KNOW AS THE BUILDING BLOCKS FOR LEARNING.

THE POLICY STATEMENT GOES ON TO SAY THAT TEACHERS AND LEARNERS ARE INVOLVED IN DYNAMIC CURRICULUM DEVELOPMENT. THE MATERIALS AND CONTENT IN THE CLASSROOM ARE DRIVEN BY WHAT THE STUDENTS WANT TO KNOW. THE TEACHER CEASES TO BE THE SOLE SOURCE OF KNOWLEDGE AND BECOMES A FACILITATOR OF KNOWLEDGE; THE LEARNER CEASES TO BE A PASSIVE RECIPIENT OF INFORMATION AND BECOMES AN ACTIVE PARTICIPANT.

CURRICULA TAUGHT IN ADULT EDUCATION HAVE A FUNCTIONAL CONTENT SO THAT LEARNERS ARE ABLE TO USE THE KNOWLEDGE THEY GAIN TO IMPROVE THEIR PERSONAL, FAMILY, COMMUNITY AND WORKPLACE STATUS. TO ACCELERATE LEARNING, CURRICULA MUST OF MUST REFLECT LEARNER NEEDS AND INTERESTS AND INCLUDE PROBLEM SOLVING. INTEGRATED CURRICULA RELATE TO THE WHOLE PERSON.

VI. TEXAS ADULT EDUCATION STANDARDIZED CURRICULUM FRAMEWORK

THE TEXAS ADULT EDUCATION STANDARDIZED CURRICULUM FRAMEWORK IS DESIGNED TO PROVIDE BASIC LITERACY LIFE SKILLS FOR ADULTS:

- TO BECOME LITERATE AND OBTAIN THE KNOWLEDGE AND SKILLS NECESSARY FOR EMPLOYMENT AND SELF SUFFICIENCY;
- WHO ARE PARENTS TO OBTAIN THE EDUCATIONAL SKILLS NECESSARY TO BECOME FULL PARTNERS IN THE EDUCATIONAL DEVELOPMENT OF THEIR CHILDREN;
- TO ASSIST THEM IN THE COMPLETION OF A SECONDARY SCHOOL EDUCATION; OR,
- Who are able to speak, read, or write the English language.

The content develops basic literacy in all areas of knowledge. The curriculum structure provides comprehensive instructional competencies designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English-As-A-Second Language, citizenship, and adults with disabilities.

The curriculum framework involves Literacy Completion levels (similar to non-credit courses) designed to develop literacy skills necessary for successful employment, citizenship, and/or training beyond secondary education. The curriculum framework is divided into Literacy Completion Points (LCPs). Progress through levels (LCPs) may be measured by approved standardized tests or by documentation of proficiency in each standard.

Adult Basic Education (ABE) provides completion levels in instruction for mathematics, reading, language, and workforce readiness skills at grade level equivalency 0-8.9.

Adult English As A Second Language (ASE) provides completion levels in noncredit English language instruction designed for acquisition of communication skills and cultural competencies which enhance ability to read, write, speak and listen to English.

Adult With Disabilities for educational purposes, an individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, and who requires modifications to the educational program, adaptive equipment, assistive technology, or specialized instructional methods and services.

Workforce Literacy the basic skills necessary to perform in entry-level occupations or the skills necessary to adapt to technological advances in the workplace.

It is the teacher's job to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standards, a student must demonstrate proficiency I 100% of the standards to earn a Literacy Completion Point (LCP).

Special Notes: It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons which integrate benchmarks from several performance standards, and are encouraged to do so. All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to technology at this point in time is not available for every student. The computer sections are optional and will not be necessary to earn Literacy Completion Points (LCP).

The performance standards and benchmarks have been developed to facilitate documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (LCPs). This is purposeful since:

- Proficiency in certain skills is judged to require more time than is available in one level;
- The quality of performance expected on certain standards increases with progression of levels, so that the use of punctuation, for example, at the end of

Level C (5.9) should be more proficient than at the end of Level B (3.9), but should occur at both levels; and

- Instruction for skills of critical importance must be offered any student needing to learn that skill, even students entering at the Intermediate or functional levels.

• VI.B Adult Education Instructional Theories, Settings, and Future Trends

Adult educators and program directors often come to the field with the requisite skills in place to teach adults and to manage adult education programs, but many arrive without grounding in adult education curriculum and instructional theory. This section offers an overview of why adults come to adult education programs, where they learn, how programs address learners' needs, how programs integrate sound adult learning principles, and what the future holds for adult education.

VI.B.1 PURPOSES OF ADULT EDUCATION: WHY STUDENTS COME TO ADULT EDUCATION PROGRAMS

In early research regarding students' motivation to engage in educational programs, Houle (1961) found three distinct types of learners: goal-oriented, activity-oriented, and learning-oriented. Whether the objective is to learn how to make a macrame plant hanger, how to give a speech, or how to write a business letter, specific objectives motivate goal-oriented learners to attend adult classes. Activity-oriented learners come to be engaged with others in some activity, but they may have no specific objectives other than participating in the social opportunity. Learning-oriented learners come because they enjoy learning new subjects or skills; they come to pursue learning for its own sake.

More than one goal usually motivates most learners; but, in general, learners are interested in one or more of the following: the desire to grow personally, the desire or need to increase employment potential, and the desire to enhance civic and community participation.

Knowles (1980), Mezirow, (1981), Quigley (1997), and Cross (1979, 1981) explored the participating for personal growth motivation factor and came to the conclusion that people, as they mature, continue in their desire to develop an understanding of themselves and the world around them. For educationally disadvantaged adults, this desire may be to learn to read to children or grandchildren or to learn to read the Bible or other print resources.

A second motivating factor in participation in adult education programs is the individual's desire to increase employment potential (Beder, 1991). At the societal and organizational levels, adults are encouraged to expand their work skills in order to increase their productivity and contribute to the economic well-being of the community and nation. At the personal level, adults tend to enroll in job-related training when: (1) employment is scarce; (2) the career they trained for enters a slump; or (3) they desire professional advancement.

A third reason for adults to enter education programs is to enhance their civic and community participation (Brookfield, 1984; Freire, 1973). In a democracy, an informed citizenry is critical to effective participation in the governing process. Individuals tend to enroll in education programs when they want to become better informed about the world around them. Upcoming national, state, and local elections, or the need to solve common community problems often prompt adults to seek out formal or informal sources of information and education.

VI.B.2 SETTINGS FOR ADULT EDUCATION: WHERE ADULT STUDENTS LEARN

Basic education providers (adult basic education and adult secondary education programs, family literacy programs, community based literacy organizations, etc.) account for a significant resource for educationally disadvantaged adults. These programs are typically free or low cost to students and are offered in locations that are convenient to the populations most in need of these services.

Professional development providers (cooperative extensions, community and technical colleges, propriety schools, business and industry training, continuing higher education, professional associations, workforce and workplace skills development, etc.) offer more specialized training to a wider range of students – a more educationally, socially, and economically diverse population. Some of the services are free to participants, but for those that are not, the individuals themselves, employers, state and federal sources, etc. provide the funding.

VI.B.3 FACILITATING THE LEARNING PROCESS: HOW PROGRAMS ADDRESS ADULT LEARNERS' NEEDS

Two virtually inseparable parts of the teaching/learning process involve theories on how adult students learn and how teachers in adult education programs teach or facilitate learning. Multiple theories address this process, but they all have several common elements: learner purpose in learning, the knowledge or skill to be learned, and the setting or circumstance where the learning takes place. Quigley (1997) and others identify these various theories as *humanistic*, *liberal*, *vocational*, and *liberatory*. Cross (1981) adds *developmental* to the list.

Proponents of the humanistic theory of adult learning focus on personal growth and enhancement of self-esteem as the goal of adult education. The theoretical underpinnings of the humanistic perspective are rooted in andragogy (Quigley, 1997). The learner's affective domain (values, beliefs, attitudes) is the primary focus of the humanistic perspective. When students' self-concept is healthy, they value education, and are confident in their ability to succeed, then they are motivated to learn. From the field of psychology, early proponents of the humanistic paradigm are Rogers (1961) and Maslow (1968). Adult education proponents include Knowles (1984), Brookfield (1986), and Fingeret (1984). The positive side of the humanistic perspective is that students do tend to succeed when they are confident in their ability to learn. The negative side is that: (1) the learner is placed in a child-like role in the teaching learning transaction; (2) the student may develop a dependence on the teacher for support of their positive self-image; and (3) the paradigm tends to promote the deficit image of the student population (Quigley, 1997).

The vocational perspective views education as a system that prepares students to be workers. By nature, the vocational paradigm casts adult education in the role of purveyor of skills-based, performance objective driven, behavioral-oriented learning. Advocates of the vocational perspective are Sticht (1975, 1978), Mikulecky (1987), and Carnevale, Gainer & Meltzer (1990). Proponents see vocational or occupational education as a practical means for securing the national economy and increasing the individual student's financial independence and well-being. Critics argue that job training at the expense of more general literacy education does not have a perceivable impact on either individual or national economic well-being (Gowen, 1992).

Advocates for the liberal paradigm promote learning that is grounded in the cultural knowledge base of Western Europe. Teaching content that will enable learners to better understand and appreciate the world around them: art, literature, history, philosophy, religion, etc. drives this approach. Hirsch (1988) is the most vocal proponent of this cultural literacy approach and in his Cultural Literacy: What Every American Needs to Know, he proposes a list of topics that learners should study to achieve cultural literacy. Critics claim that teaching Western culture and excluding literature, history, and philosophy of minority and non-dominant cultures leads to cultural elitism (Aronowitz & Giroux, 1985; Shor, 1992).

A fourth perspective, the liberatory paradigm, embraces the goal of educating for social and political change by developing critical consciousness in populations that may have been politically and economically disenfranchised. The liberatory paradigm has had its greatest impact in countries outside the United States, although it has enjoyed popularity in the feminist movement and the farm workers efforts to unionize in the American Southwest. The best known American educational institution that promotes liberatory education is Miles Horton's

Highlander Center in Tennessee. Advocates for liberatory education maintain that it encourages students to take ownership of their everyday lives (Freire, 1973; Horton, 1990; Aronowitz & Giroux, 1991).

Cross (1981) includes a fifth perspective that she calls developmental. Developmental psychologists place importance on the stages of human development and the role that they play in when and why people learn. Simply put, when individuals reach a life stage where they are ready to learn at a higher level, they will do so; however, there may be significant variation in when individuals chronologically reach these stages. While some developmental theorists credit the environment with nudging a learner along, and others maintain that environment does not affect learners' stages of development, both seem to agree that learners go through predictable stages of readiness. There is research that supports the notion that developmental stages and personal transformation influence adult learning (Craig, 1974; Perry, 1970, 1981; Mezirow, 1978).

Learning theories more often focus on what is being learned (the subject) than on who is learning and why. Adult education curriculum, because of the heterogeneous nature of the learner, is semi-hierarchical; students come with knowledge and skills that are not always predictable. For example, the adult student who has worked in a hardware store for much of his or her adult life may have excellent math calculation skills but not be a strong reader. The adult learner who has worked in an office typing and filing may have good reading skills but poor math skills. In most cases, adult students who attended formal schooling irregularly may have gaps in their knowledge of social sciences or liberal arts unless they read from those subjects on their own.

VI.B.4 ADULT LEARNING PRINCIPLES: WHAT IS GOOD PRACTICE

Please refer to the following article titled "Using Adult Learning Principles in Adult Basic and Literacy Education". It is the belief of the Division of Adult and Community Education that this particular article provides excellent foundational information concerning adult learning principles.

ERIC Clearinghouse on Adult, Career, and Vocational Education

by Susan Imel

1998

PRACTICE APPLICATION BRIEF

Using Adult Learning Principles in Adult Basic and Literacy Education

Adult basic and literacy education (ABLE) is a complex undertaking that serves diverse learners with a variety of needs, and many individual ABLE programs successfully attract and retrain students. Only 8 percent of eligible adults participate in funded programs, however, and, of those who do, most (74 percent) leave during the first year (Quigley 1997). A number of reasons exist for the nonparticipation and high attrition rates, including the complicated nature of the lives of many adults. The way ABLE programs are structured may also be a factor. The fact that most ABLE programs still resemble school (Quigley 1997; Velazquez 1996) may mean that many eligible adults may not choose to participate or, once enrolled, do not find a compelling reason for persisting until their educational needs are met. Structuring programs around adult education principles can be one solution to developing programs that are more appealing to ABLE learners. This ***Practice Application Brief*** describes how adult education principles can be used in ABLE programs. Following a discussion of adult education principles, it provides recommendations for practices, based on the principles and literature related to adult basic and literacy education.

Adult Education Principles

No definitive list of adult education principles exists in the litera- re, but there is a great deal of agreement about what constitutes od practice in adult education. The list of principles that follows as developed by synthesizing information that appears in a number of sources (Brookfield 1986; Draper 1992; Draves 1997; Grissom 1992; Imel forthcoming; Knowles 1992; Vella 1994).

- **Involve learners in planning and implementing learning activities**. Including learners in the planning and implementing of their learning activities is considered to be a hallmark of adult education. Their participation can begin with the needs assessment process where members of the target population help establish the program goals and objectives and continue throughout the learning activity to the evaluation phase.

- **Draw upon learners' experiences as a resource**. Another often-cited principle of adult education revolves around the idea of using the experiences of participants as a learning resource. Not only do adult learners have experiences that can be used as a foundation for learning new things but also, in adulthood, readiness to learn frequently stems from life tasks and problems. The particular life situations and perspectives that adults bring to the classroom can provide a rich reservoir for learning.

- **Cultivate self-direction in learners**. Self-direction is considered by some to be a characteristic of adulthood but not all adults possess this attribute in equal measure. In addition, if adults have been accustomed to teacher-directed learning environments, they may not display self-directedness in adult learning settings. Adult learning should be structured to nurture the development of self-directed, empowered adults. When adults are encouraged to become self-directed, they begin "to see themselves as proactive, ini- ating individuals engaged in a continuous re-creation of their ersonal relationships, work worlds, and social circumstances rather than as reactive individuals, buffeted by uncontrollable forces of circumstance" (Brookfield 1986, p. 19).

- **Create a climate that encourages and supports learning**. The classroom environment should be characterized by trust and mutual respect among teachers and learners. It should enhance learner self-esteem. Supporting and encouraging learning does not mean that the environment is free of conflict. It does mean that when conflict occurs, it is handled in a way that challenges learners to acquire new perspectives and supports them in their efforts to do so.

- **Foster a spirit of collaboration in the learning setting**. Collaboration in the adult classroom is frequently founded on the idea that the roles of teachers and learners can be interchangeable. Although teachers have the overall responsibility for leading a learning activity, in adult learning settings "each person has something to teach and to learn from the other" (Draper 1992, p. 75). Adult learning is a cooperative enterprise that respects and draws upon the knowledge that each person brings to the learning setting.

- **Use small groups**. The use of groups has deep historical roots in adult education, and adults learning in groups has become embedded in adult education practice. Groups promote teamwork and encourage cooperation and collaboration among learners. Structured appropriately, they emphasize the importance of learning from peers, and they allow all participants to be involved in discussions and to assume a variety of roles.

The principles discussed here reflect some of the widely held beliefs about adult learning. The next section provides recommendations for using these principles in adult basic and literacy education programs.

Recommendations for Practice

A growing number of ABLE programs base their practices upon many of the principles described, and recent resources have advocated programs that are more student centered and participatory in nature (e.g., Auerbach 1992; Fingeret 1992; Nonesuch 1996; Sissel 1996; Stein 1995). The following recommendations for practice that reflects adult education principles are based on information found in several of these resources.

- **Involve adults in program planning and implementation**. The need to consult adults is a theme that is woven throughout the ABLE literature (e.g., Auerbach 1992; Nonesuch 1996; Sissel 1996; Velazquez 1996). Adult basic and literacy educators frequently give lip service to the importance of learner involvement, but they do not always follow through. They must listen to what adults say about their previous educational experiences and their current learning goals and use this information in program development. Auerbach (1992) provides a rationale for using a participatory approach that is based partly on the idea that "adult education is most effective when it is experience-centered, related to learners' real needs, and directed by learners themselves" (p. 14). In participatory ABLE programs, activities reflect students' lives and are student centered. ABLE programs can involve students in program planning and implementation in any number of ways, including asking them to assist with orientation for new learners, appointing them to serve on advisory boards, and soliciting their suggestions for learning activities.

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- **Develop and/or use instructional materials that are based on students 'lives.** An important part of the participatory approach is using instruction that reflects the context of students 'lives. Sometimes referred to as contextualized learning, this instruction—and the instructional materials—draw on the actual experiences, developmental stages, and problems of the learners. Students are the center of the curriculum and it is directly relevant to their lives (Auerbach 1992; Dirkx and Prenger 1997; Nash et al. 1992). Dirkx and Prenger (1997) refer to this approach as "theme based" and describe how it promotes the integration of academic content with real-life problems. Furthermore, it has the advantage of integrating academic skills; rather than focusing on learning academic subjects separately, the theme-based approach focuses on their commonalities and promotes learning them in ways that are meaningful to the student. By using this approach, the classroom becomes more authentic because adults learn to use skills in real-life situations.

- **Develop an understanding of learners 'experiences and communities.** Engaging in participatory adult literacy begins by respecting learners 'culture, their knowledge, and their experiences (Auerbach 1992). Within adult basic and literacy education, a great deal of attention has been focused on individualizing instruction to meet individual needs. Although there is nothing inherently wrong with this concept, preoccupation with serving individuals can suppress issues of gender, race, and class, issues that reproduce the realities of the lives of many adult literacy students (Campbell 1992). A growing number of adult literacy educators are advocating for understanding learners both as individuals and as members of their particular communities or groups (Nonesuch 1996; Sissel 1996) and tailoring instruction to address those particular contexts. For example, Nonesuch (1996) describes how the experiences of women can be used effectively in developing a curriculum.

- **Incorporate small groups into learning activities.** Small groups can help achieve a learning environment that is more learner centered and collaborative than either large group or one-on-one, individualized approaches to instruction. In addition, learning in small groups more accurately reflects the contexts in which adults generally use literacy skills. Small groups have a number of advantages including providing peer support for learning and easing the distinction between teachers and learners by creating a cooperative, participative environment that is less hierarchical than environments produced by traditional approaches. Small groups can be an effective tool for generating themes and ideas that will form the basis for learning activities (Imel, Kerka, and Pritz 1994).

ABLE programs that incorporate these recommendations will foster increasing self-directedness and critical reflection in learners. Learners who are involved in planning and carrying out contextualized learning activities will develop heightened awareness of their own particular circumstances and the ability to make changes in it.

Conclusion

If adult basic and literacy educators are to be successful in attracting and retaining more adults in their programs, they must change how they think about their programs (Quigley 1997). The schooling model that predominates must be exchanged for one that is based on adults 'perceptions of their goals and purposes and that addresses the realities of their lives. Using adult education principles can be one vehicle for effecting this change.

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Developed with funding from the Office of Educational Research and Improvement, U. S. Department of Education, under Contract No. RR93002001. Opinions expressed do not necessarily reflect the position or policies of OERI or the Department. *Briefs* may be freely reproduced and are also available at http ericacve.org.

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VI.B.5 PROSPECTS FOR ADULT EDUCATION: WHAT IS THE FUTURE FOR ADULT EDUCATION?

How predictable are the future demands on adult education? Texas demographic predictions for the year 2030 state that adult educators should plan to serve increased numbers of special populations: English as a second language (ESL) students, learning disabled, displaced workers, etc.

Murdoch (2000) predicts that Texas will see a significant change in minority populations: Assuming no migration in or out of the State, the Hispanic population will increase from approximately 4.5 million in 1990 to over 8 million in 2030; Anglo and Black populations will remain stable or increase slightly over the same period. If maximum migration projections are applied to the data, the Hispanic population will increase from the 4.5 million in 1990 to 15.8 million in 2030; again, with maximum migration projected, Anglo and Black populations would grow slightly. Total projected growth in Texas from 1990 to 2030 will be from 16.9 million to 34.7 million. Data for these projections were based on predictions made from the 1990 Census baseline. This general increase in population will place additional demands on adult education programs, especially those who must meet the unique ESL needs of the student populations along the Texas-Mexico Border.

Lewis (1989) predicts an aging population that may be a market for adult lifelong learner programs. Additionally, ever changing skills demands in the workplace may also create a market for adults who want to upgrade their skills or change careers.

What educational trends might Texas' adult educators expect over the first decade of the 21st Century? Two themes seem to prevail: credentialing of adult education professionals and using instructional technology for classroom and for professional development.

VI.B.5.a Credentialing of Adult Education Professionals

The need for an adult educator credential has been debated in the literature for over two decades. Galbraith (1987) argued that a credential is necessary for the field to prove to taxpayers and policy makers that adult education is a stable, self-regulated profession worthy of public funding. However, James (1992) articulated reservations about a credential, claiming it isn't necessary or practical in a field where part-time teachers and little public support for increased funding dominate.

Standardization of adult education teacher preparation is relatively new to Texas. In 1998, the Texas Education Agency (TEA) commissioned the development of a credential model for adult educators; that model was presented to the Agency in 1999. This credential model calls for full time teachers to undertake a two-year credentialing process that offers participants a menu of professional development options, which leads to their earning a credential (Payne, 1997). The pilots of the model were undertaken in 2000-2001. Texas is not alone in adopting a standardized plan that is separate from K-12 teacher preparation. The Massachusetts Board of Education designed and is piloting such a model as are several other states (Fay, 2000). The Ontario (Canada) Department of Education has begun implementing a credential model that is very similar to the Texas model (Payne & Thornton, 2001). In 2002, the Division of Adult and Community Education at TEA will be planning for the implementation of professional credentials for adult basic education program staff in Texas.

VI.B.5.b Using Instructional Technology

The silicon chip is changing every facet of American life, and adult education instruction is no exception. Apart from the obvious convenience of technology, the need for a new knowledge base – computer literacy – has been added. A decade ago, adult educators, along with social scientists and policy analysts, began to express concern about an impending digital divide that would further disenfranchise educationally and economically disadvantaged Americans. In spite of the education community's efforts to close this divide, the cost of computers and internet service continues to be a concern (Lewis, 1989).

In Texas, the Legislature enacted HB2128, the Technology Infrastructure Fund (TIF). TIF has and will continue to fund the development of a technology base for education and telemedicine at $1.5 million over a ten-year period. In 1996, the Division of Adult and Community Education at TEA funded a special project to write the State Plan for Technology and Literacy. That plan, which TEA adopted in 1997, made specific recommendations in seven areas: (1) access and equity; (2) funding; (3) addressing fragmentation of social programs infrastructure; (4) teacher training and professional development; (5) educational applications; (6) educational standards; and (7) technology collaborations.

Generally, the plan proposes that adult education programs engage students in some level of computer use to familiarize them with basic skills in technology: keyboarding, Internet searches, e-mailing, etc. with help in the form of equipment and funding from local school districts and the private sector in addition to TIF funds. Technology can assist people in accessing social service and job training assistance programs. The plan encourages the selection of computer software that fosters active learning and instructional technology, which in turn will enable adult education to remain current. Instructional software used in adult education classrooms should be appropriate for adult learners and relevant to their personal and academic needs. Additionally, adult educators should be trained in the use of technology, and they should have access to ongoing professional development in order to upgrade their technology knowledge and skills (Ashlock, Lyman & Payne, 1997).

The following uses of technology hold promise for adult education and literacy programs:

- Electronic networks where adults improve their reading and writing skills while sharing experiences in computer-based group discussions across town or across the State;

- Interactive media such as CD-ROMs, which combine speech, video and graphics to create accelerated learning opportunities and broaden adults' experiences;

- Everyday (and relatively inexpensive) computer applications such as word processing or spreadsheets which allow adults to learn computer literacy skills, increase communications (including English) and numeracy skills, and acquire job-related proficiencies simultaneously; and

- Interactive teleconferencing and Internet-based conferencing for professional development where teachers from across states and the Nation can discuss, with experts and each other, their experiences in using research-based effective instructional practices.

The changing landscape of adult education curriculum and instruction continues to offer opportunities for instructional and administrative professionals to have a substantial impact on their programs and students. As State policy makers standardize what and how adult students are taught and how teachers are trained, the responsibility to be proactive in informing the public about the business of adult education now lies with the adult education community.

VI.C. El Civics Instruction

In fiscal year 20001-2002 the Division of Adult and Community Education funded 19 first time El/Civics programs which funded approximately 4,000 adult learners. For the current fiscal year 2002-2003 the Division has funded 55 new programs. For the first year, the Division provided technical assistance to these programs by encouraging them to meet specific goals of their students through instruction that is contextualized and rooted in the learners' experiences.

Examples of the activities being provided in Texas El/Civics classes include:

- If a particular class has as its goal to become a naturalized citizen, the instruction and lessons focus on providing enough procedural information, content, and language to enable them to successfully complete the naturalization process and become American citizens. Activities to facilitate these lessons include a visit from a state or national representative, a guest speaker from the INS, a mock election in the classroom, or voter registration in the classroom.
- If the learners' goals do not include citizenship, the instruction and lessons lend themselves to assisting learners to understand how and why to become informed and responsible members of the community. Activities associated with these kinds of classes include visiting the library and getting a library card, a police person visiting the class

and explaining what to do if pulled over while driving. Other activities used are: a Neighborhood Watch presentation by a police officer, an IRS presentation on paying taxes as contract laborers, and having students view a video on the Heimlich maneuver and then performing hands-on practice.

With the addition of the 55 new programs in 2002-2003 the Division expects these programs to narrow the focus of their instructional goals and combine citizenship preparation with civic preparation to include but not be limited to:

- Education about the naturalization process;
- Preparation for the oral and written exams of the naturalization process, and
- Instruction on the virtues of citizenship

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Section VII: Adult Education Learners in the Legal Realm

Laws in adult education are many. Bureaucracy just necessarily breeds laws of all kinds. In a state regulatory agency such as the Texas Education Agency (TEA), many federal laws are interpreted at the state level and passed on to local programs or communities. It is not the intent of the program specialists in the Division of Adult and Community Education at TEA and of its director to give opinions, rulings, or interpretations of the laws. These interpretations are many times left up to Federal Representatives, to the legal department at TEA, or in some cases to the judicial system. State laws are many and change during each of the Texas Legislative Sessions, which meet every two years. With this in mind, the Division of Adult and Community Education at TEA tries to disseminate the best information to the Agency's constituents – local programs within the State - regarding the laws and legal aspects affecting adult education and family literacy programs in Texas.

The following pages contain a current SBOE Rule and Federal laws affecting Adult Education and Literacy within the State.

VII.A STATE BOARD OF EDUCATION RULE --TITLE 19, PART II, CHAPTER 89 SUBCHAPTER B §89.21 THROUGH §89.33

The text for this rule begins on the following page.

STATE BOARD OF EDUCATION RULE

TEXAS ADMINISTRATIVE CODE

TITLE 19, PART II

CHAPTER 89

## SUBCHAPTER B

ADULT BASIC AND SECONDARY EDUCATION

Texas Education Agency

Effective September 1, 1996

Subchapter B. Adult Basic and Secondary Education

Statutory Authority: The provisions Subchapter B issued under Texas Education Code, §7.102(b)(17) and §29.253, unless otherwise noted.

§89.21. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

Adult education - Basic and secondary instruction and services for adults.

(A) Adult basic education - Instruction in reading, writing, English and solving quantitative problems, including functional context, designed for adults who: have minimal competence in reading, writing, and solving quantitative problems; are not sufficiently competent to speak, read, or write the English language; or are not sufficiently competent to meet the requirements of adult life in the United States, including employment commensurate with the adult's real ability.

(B) Adult secondary education - Comprehensive secondary instruction below the college credit level in reading, writing and literature, mathematics, science, and social studies, including functional context, and instruction for adults who do not have a high school diploma or its equivalent.

Contact time -

(A) The cumulative sum of minutes during which an eligible adult student receives instructional, counseling, and/or assessment services by a staff member supported by federal and state adult education funds as documented by local attendance and reporting records.

(B) Student contact time generated by volunteers may be accrued by the adult education program when volunteer services are verifiable by attendance and reporting records and volunteers meet requirements under §89.25 of this title (relating to Qualifications and Training of Staff).

Student contact hour - 60 minutes.

Cooperative/consortium adult education program - A community or area partnership of educational, work force development, human service entities, and other agencies that agree to collaborate for the provision of adult education and literacy services.

Fiscal agent - The local entity that serves as the contracting agent for an adult education program.

Eligible grant recipient - Eligible grant recipients for adult education programs are those entities specified in statutes. Eligible grant recipients must have at least one year of experience in providing adult education and literacy services.

Source: The provisions of this §89.21 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.22. Use of Funds.

Adult education and literacy funds are to be used for programs of adult education and literacy for out-of-school persons who are beyond compulsory school attendance age and who function at less than a secondary school completion level or who lack a secondary school credential.

Source: The provisions of this §89.22 adopted to be effective September 1, 1996, 21 TexReg 5690.

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§89.23. Essential Program Components.

The following essential program components shall be provided:

(1) adult basic education;

(2) programs for adults of limited English proficiency;

(3) adult secondary education, including programs leading to the achievement of a high school equivalency certificate and/or a high school diploma;

(4) instructional services to improve student proficiencies necessary to function effectively in adult life, including accessing further education, employment-related training, or employment; and

(5) assessment and guidance services related to paragraphs (1)-(4) of this section.

Source: The provisions of this §89.23 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.24. Diploma Requirements.

The standards for the awarding of diplomas to adults shall be those established under Chapter 75 of this title with the following exceptions.

(1) There shall be no limit to the number of secondary credits adults may earn by demonstration of competence.

(2) Adults may earn the required physical education credits by one or more of the following:

  (A) satisfactory completion of approved secondary physical education courses; or

  (B) substitution of state-approved secondary elective courses.

(3) Adults must meet the requirements for successful performance on a secondary level test designated by the commissioner of education.

Source: The provisions of this §89.24 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.25. Qualifications and Training of Staff.

The requirements of this section shall apply to all adult education staff hired after September 1, 1996, excluding clerical and janitorial staff.

(1) All staff shall receive at least 12 clock hours of professional development annually.

(2) All staff new to adult education shall receive six clock hours of preservice professional development before they begin work in an adult education program.

(3) Aides shall have at least a high school diploma or high school equivalency certificate.

(4) The following apply to directors, teachers, counselors, and supervisors.

  (A) Persons must possess at least a bachelor's degree.

  (B) Persons without valid Texas teacher certification must attend 12 clock hours of inservice professional development annually in addition to that specified in paragraph (1) of this section until they have completed either six clock hours of adult education college credit or attained two years of adult education experience.

(5) The requirements for inservice professional development may be reduced by local programs in individual cases where exceptional circumstances prevent employees from completing the required hours of inservice professional development. Documentation shall be kept justifying such circumstances. Requests for exemption from staff qualification requirements in individual cases may be submitted to the Texas Education Agency (TEA) for approval in the application for funding and must include justification and proposed qualifications.

(6) Records of staff qualifications and professional development shall be maintained by each fiscal agent and must be available for monitoring.

(7) The requirements in paragraphs (1)-(5) of this section also apply to volunteers who generate student contact time, as defined under §89.21 of this title (relating to Definitions), which is accrued by the adult education program and reported to TEA for funding purposes.

Source: The provisions of this §89.25 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.26. Service Requirements for Staff.

Teachers and aides shall be assigned to instruction, counseling, and/or assessment for a minimum of 75% of the hours for which they are employed.

Source: The provisions of this §89.26 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.27. Program Delivery System.

(a) There shall be a statewide system of adult education cooperatives/consortia for the coordinated provision of adult education services. To the extent possible, service delivery areas shall be large enough to support a program meeting the requirements of §89.23 of this title (relating to Essential Program Components) and to ensure efficient and effective delivery of services.

(b) Eligible grant recipients may apply directly to the Texas Education Agency (TEA) for adult education and literacy funding. Eligible grant recipients are encouraged to maximize the fiscal resources available for service to undereducated adults and avoid unproductive duplication of services and excessive administrative costs by forming consortia or cooperatives and using fiscal agents for the delivery of services.

(c) Grant applicants who will serve as a fiscal agent for a cooperative/consortium must consult with other adult education and literacy providers in the cooperative/consortium in developing applications for funding to be submitted to TEA.

(d) Each fiscal agent shall be responsible for:

(1) the overall management of the cooperative/consortium, including technical assistance to consortium members, on-site visits, staff qualifications and professional development, and program implementation in accordance with the requirements of this subchapter;

(2) the employment of an administrator for the cooperative/consortium;

(3) development of written agreements with consortium members for the operation of the adult education program; and

(4) expenditures of funds for the conduct of the project and making and filing composite reports for the consortium.

(e) Nonconsortium applicants must also provide evidence of coordination of existing adult education and literacy services in the area proposed to be served and maintain an advisory committee.

Source: The provisions of this §89.27 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.28. Advisory Committee.

At least one collaborative advisory committee shall be formed in each funded adult education program. That committee shall be composed of a broad spectrum of community representatives, including work force development representatives, to review the activities of, and make recommendations to, the fiscal agent in planning, developing, and evaluating the adult education program. The fiscal agent shall be responsible for convening the collaborative advisory committee at least twice each year.

Source: The provisions of this §89.28 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.29. Allocation of Funds.

(a) Annually, after federal adult education and literacy funds have been set aside for state administration, special projects and staff development, state and federal adult education fund allocations shall be developed for each county and each school district geographic area. Allocations shall be computed as follows.

(1) Twenty-five percent of the funds available shall be allocated based on the best available estimates of the number of eligible adults in each county and school district geographic area within each county.

(2) Seventy-five percent of the funds available shall be allocated based on student contact hours reported by each school district geographic area and for the most recent complete fiscal year reporting period.

(3) A school district geographic area's student contact hour annual allocation shall not be reduced by more than 10% below the preceding fiscal year's contact hour allocation provided that:

(A) sufficient funds are available; and

(B) the school district geographic area's contact hour performance used in calculating the allocation was not less than that of the preceding fiscal year.

(4) If public funds, other than state and federal adult education funds, are used in the adult education instructional program, the program may claim only the proportionate share of the student contact time based on the adult education program's expenditures for the instructional program.

(b) Supplemental allocations may be made at the discretion of the commissioner of education from funds becoming available for local allocations during the program year.

Source: The provisions of this §89.29 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.30. Tuition and Fees.

(a) No student tuition or fees shall be charged for adult basic education as a condition for membership and participation in a class.

(b) Tuition and fees for adult secondary education may be charged and be established by local fiscal agent board policy. Funds generated by such tuition and fees shall be used for the adult education instructional program.

(c) Funds, not exceeding 50% of student tuition, may be used to pay tuition charged to students enrolled in correspondence courses or high school credit courses.

Source: The provisions of this §89.30 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.31. Allowable and Nonallowable Expenditures.

Supervisory and administrative costs shall not exceed 25% of the total budget. These costs may include supervisory payroll costs, rental of administrative space, indirect costs, and clerical costs.

Source: The provisions of this §89.31 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.32. Staff Development and Special Projects.

Priorities for expenditures of federal funds as required by the Adult Education Act, §353, shall be presented annually to the State Board of Education (SBOE).

Source: The provisions of this §89.32 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.33. Evaluation of Programs.

The Texas Education Agency (TEA) shall evaluate adult education programs based on the indicators of program quality for adult education through the TEA results-based monitoring system and compliance requirements.

Source: The provisions of this §89.33 adopted to be effective September 1, 1996, 21 TexReg 5690.

VII.B THE ADULT EDUCATION AND FAMILY LITERACY ACT (AEFLA) OF THE WORKFORCE INVESTMENT ACT (WIA)

SECTIONS 201 THROUGH 251 (PUBLIC LAW 105-220)

The text for this law begins on the following page.

WORKFORCE INVESTMENT ACT, P.L. 105-220
TITLE II--Adult Education and Family Literacy

SEC. 201. SHORT TITLE.

This title may be cited as the ``Adult Education and Family Literacy Act".

SEC. 202. PURPOSE.

It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy services, in order to–

(1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

(2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and

(3) assist adults in the completion of a secondary school education.

SEC. 203. DEFINITIONS.

In this subtitle:

(1) Adult education.–The term ``adult education" means services or instruction below the post-secondary level for individuals–

(A) who have attained 16 years of age;

(B) who are not enrolled or required to be enrolled in secondary school under State law; and

(C) who–

(i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;

(ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or

(iii) are unable to speak, read, or write the English language.

(2) Adult education and literacy activities.–The term ``adult education and literacy activities" means activities described in section 231(b).

(3) Educational service agency.–The term ``educational service agency" means a

regional public multi-service agency authorized by State statute to develop and manage a service or program, and to provide the service or program to a local educational agency.

(4) Eligible agency.–The term ``eligible agency" means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

(5) Eligible provider.–The term ``eligible provider" means–

(A) a local educational agency;

(B) a community-based organization of demonstrated effectiveness;

(C) a volunteer literacy organization of demonstrated effectiveness;

(D) an institution of higher education;

(E) a public or private nonprofit agency;

(F) a library;

(G) a public housing authority;

(H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and

(I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).

(6) English literacy program.–The term ``English literacy program" means a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

(7) Family literacy services.–The term ``family literacy services" means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

(A) Interactive literacy activities between parents and their children.

(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

(C) Parent literacy training that leads to economic self-sufficiency.

(D) An age-appropriate education to prepare children for success in school and life experiences.

(8) Governor.–The term ``Governor" means the chief executive officer of a State or outlying area.

(9) Individual with a disability.–

(A) In general.–The term ``individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) Individuals with disabilities.–The term ``individuals with disabilities" means more than 1 individual with a disability.

(10) Individual of limited English proficiency.–The term ``individual of limited English proficiency" means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and–

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment where a language other than English is the dominant language.

(11) Institution of higher education.–The term ``institution of higher education" has the meaning given the term in section 1201 of the Higher Education Act of 1965 (20 U.S.C. 1141).

(12) Literacy.–The term ``literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

(13) Local educational agency.–The term ``local educational agency" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

(14) Outlying area.–The term ``outlying area" has the meaning given the term in section 101.

(15) Post-secondary educational institution.–The term ``post-secondary educational institution" means–

(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;

(B) a tribally controlled community college; or

(C) a nonprofit educational institution offering certificate or apprenticeship programs at the post-secondary level.

(16) Secretary.–The term ``Secretary" means the Secretary of Education.

(17) State.–The term ``State" means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

(18) Workplace literacy services.–The term ``workplace literacy services" means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

SEC. 204. HOME SCHOOLS.

Nothing in this subtitle shall be construed to affect home schools, or to compel a parent engaged in home schooling to participate in an English literacy program, family literacy services, or adult education.

SEC. 205. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated to carry out this subtitle such sums as may be necessary for each of the fiscal years 1999 through 2003.

Subtitle A--Adult Education and Literacy Programs

CHAPTER 1--FEDERAL PROVISIONS

SEC. 211. RESERVATION OF FUNDS; GRANTS TO ELIGIBLE AGENCIES; ALLOTMENTS.

(a) Reservation of Funds.--From the sum appropriated under section 205 for a fiscal year, the Secretary--

(1) shall reserve 1.5 percent to carry out section 242, except that the amount so reserved shall not exceed $8,000,000;

(2) shall reserve 1.5 percent to carry out section 243, except that the amount so reserved shall not exceed $8,000,000; and

(3) shall make available, to the Secretary of Labor, 1.72 percent for incentive grants under section 503.

(b) Grants to Eligible Agencies.--

(1) In general.--From the sum appropriated under section 205 and not reserved under subsection (a) for a fiscal year, the Secretary shall award a grant to each eligible agency having a State plan approved under section 224 in an amount equal to the sum of the initial allotment under subsection (c)(1) and the additional allotment under subsection (c)(2) for the eligible agency for the fiscal year, subject to subsections (f) and (g), to enable the eligible agency to carry out the activities assisted under this subtitle.

(2) Purpose of grants.--The Secretary may award a grant under paragraph (1) only if the eligible entity involved agrees to expend the grant for adult education and literacy activities in accordance with the provisions of this subtitle.

(c) Allotments.--

(1) Initial allotments.--From the sum appropriated under section 205 and not reserved under subsection (a) for a fiscal year, the Secretary shall allot to each eligible agency having a State plan approved under section 224(f)--

(A) $100,000, in the case of an eligible agency serving an outlying area.

(B) $250,000, in the case of any other eligible agency.

(2) Additional allotments.–From the sum appropriated under section 205, not reserved under subsection (a), and not allotted under paragraph (1), for a fiscal year, the Secretary shall allot to each eligible agency that receives an initial allotment under paragraph (1) an additional amount that bears the same relationship to such sum as the number of qualifying adults in the State or outlying area served by the eligible agency bears to the number of such adults in all States and outlying areas.

(d) Qualifying Adult.–For the purpose of subsection (c)(2), the term ``qualifying adult'' means an adult who–

(1) is at least 16 years of age, but less than 61 years of age;

(2) is beyond the age of compulsory school attendance under the law of the State or outlying area;

(3) does not have a secondary school diploma or its recognized equivalent; and

(4) is not enrolled in secondary school.

(e) Special Rule.–

(1) In general.–From amounts made available under subsection (c) for the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau, the Secretary shall award grants to Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau to carry out activities described in this subtitle in accordance with the provisions of this subtitle that the Secretary determines are not inconsistent with this subsection.

(2) Award basis.–The Secretary shall award grants pursuant to paragraph (1) on a competitive basis and pursuant to recommendations from the Pacific Region Educational Laboratory in Honolulu, Hawaii.

(3) Termination of eligibility.–Notwithstanding any other provision of law, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau shall not receive any funds under this subtitle for any fiscal year that begins after September 30, 2001.

(4) Administrative costs.–The Secretary may provide not more than 5 percent of the funds made available for grants under this subsection to pay the administrative costs of the Pacific Region Educational Laboratory regarding activities assisted under this subsection.

(f) Hold-Harmless.–

(1) In general.–Notwithstanding subsection (c)–

(A) for fiscal year 1999, no eligible agency shall receive an allotment under this subtitle that is less than 90 percent of the payments made to the State or outlying area of the eligible agency for fiscal year 1998 for programs for which funds were authorized to be appropriated under section 313 of the Adult Education Act (as such Act was in effect on the day before the date of the enactment of the Workforce Investment Act of 1998); and

(B) for fiscal year 2000 and each succeeding fiscal year, no eligible agency shall receive an allotment under this subtitle that is less than 90 percent of the allotment the eligible agency received for the preceding fiscal year under this subtitle.

(2) Ratable reduction.–If for any fiscal year the amount available for allotment under this subtitle is insufficient to satisfy the provisions of paragraph (1), the Secretary shall ratably reduce the payments to all eligible agencies, as necessary.

(g) Re-allotment.–The portion of any eligible agency's allotment under this subtitle for a fiscal year that the Secretary determines will not be required for the period such allotment is available for carrying out activities under this subtitle, shall be available for re-allotment from time to time, on such dates during such period as the Secretary shall fix, to other eligible agencies in proportion to the original allotments to such agencies under this subtitle for such year.

SEC. 212. PERFORMANCE ACCOUNTABILITY SYSTEM.

(a) Purpose.–The purpose of this section is to establish a comprehensive performance accountability system, comprised of the activities described in this section, to assess the effectiveness of eligible agencies in achieving continuous improvement of adult education and literacy activities funded under this subtitle, in order to optimize the return on investment of Federal funds in adult education and literacy activities.

(b) Eligible Agency Performance Measures.–

(1) In general.–For each eligible agency, the eligible agency performance measures shall consist of–

(A)(i) the core indicators of performance described in paragraph (2)(A); and (ii) additional indicators of performance (if any) identified by the eligible agency under paragraph (2)(B); and

(B) an eligible agency adjusted level of performance for each indicator described in subparagraph (A).

(2) Indicators of performance.--

(A) Core indicators of performance.–The core indicators of performance shall include the following:

(i) Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

(ii) Placement in, retention in, or completion of, post-secondary education, training, unsubsidized employment or career advancement.

(iii) Receipt of a secondary school diploma or its recognized equivalent.

(B) Additional indicators.–An eligible agency may identify in the State plan additional indicators for adult education and literacy activities authorized under this subtitle.

(3) Levels of performance.–

(A) Eligible agency adjusted levels of performance for core indicators.–

(i) In general.–For each eligible agency submitting a State plan, there shall be established, in accordance with this subparagraph, levels of performance for each of the core indicators of performance described in paragraph (2)(A) for adult education and literacy activities authorized under this subtitle. The levels of performance established under this subparagraph shall, at a minimum–

(I) be expressed in an objective, quantifiable, and measurable form; and

(II) show the progress of the eligible agency toward continuously improving in performance.

(ii) Identification in state plan.–Each eligible agency shall identify, in the State plan submitted under section 224, expected levels of performance for each of the core indicators of performance for the first 3 program years covered by the State plan.

(iii) Agreement on eligible agency adjusted levels of performance for first 3 years.–In order to ensure an optimal return on the investment of Federal funds in adult education and literacy activities authorized under this subtitle, the Secretary and each eligible agency shall reach agreement on levels of performance for each of the core indicators of performance, for the first 3 program years covered by the State plan, taking into account the levels identified in the State plan under clause (ii) and the factors described in clause (iv). The levels agreed to under this clause shall be considered to be the eligible agency adjusted levels of performance for the eligible agency for such years and shall be incorporated into the State plan prior to the approval of such plan.

(iv) Factors.–The agreement described in clause (iii) or (v) shall take into account–

(I) how the levels involved compare with the eligible agency adjusted levels of performance established for other eligible agencies, taking into account factors including the characteristics of participants when the participants entered the program, and the services or instruction to be provided; and

(II) the extent to which such levels involved promote continuous improvement in performance on the performance measures by such eligible agency and ensure optimal return on the investment of Federal funds.

(v) Agreement on eligible agency adjusted levels of performance for 4th and 5th years.–Prior to the fourth program year covered by the State plan, the Secretary and each eligible agency shall reach agreement on levels of performance for each of the core indicators of performance for the fourth and fifth program years covered by the State plan, taking into account the factors described in clause (iv). The levels agreed to under this clause shall be considered to be the eligible agency adjusted levels of performance for the eligible agency for such years and shall be incorporated into the State plan.

(vi) Revisions.–If unanticipated circumstances arise in a State resulting in a significant change in the factors described in clause (iv)(II), the eligible agency may request that the eligible agency adjusted levels of performance agreed to under clause (iii) or (v) be revised. The Secretary, after collaboration with the representatives described in section 136(j), shall issue objective criteria and methods for making such revisions.

(B) Levels of performance for additional indicators.–The eligible agency may identify, in the State plan, eligible agency levels of performance for each of the additional indicators described in paragraph (2)(B). Such levels shall be considered to be eligible agency adjusted levels of performance for purposes of this subtitle.

(c) Report.–

(1) In general.–Each eligible agency that receives a grant under section

211(b) shall annually prepare and submit to the Secretary a report on the progress of the eligible agency in achieving eligible agency performance measures, including information on the levels of performance achieved by the eligible agency with respect to the core indicators of performance.

(2) Information dissemination.–The Secretary–

(A) shall make the information contained in such reports available to the general public through publication and other appropriate methods;

(B) shall disseminate State-by-State comparisons of the information; and

(C) shall provide the appropriate committees of Congress with copies of such reports.

CHAPTER 2--STATE PROVISIONS

SEC. 221. STATE ADMINISTRATION.

Each eligible agency shall be responsible for the State or outlying area administration of activities under this subtitle, including--

(1) the development, submission, and implementation of the State plan;

(2) consultation with other appropriate agencies, groups, and individuals that are involved in, or interested in, the development and implementation of activities assisted under this subtitle; and

(3) coordination and non-duplication with other Federal and State education, training, corrections, public housing, and social service programs.

SEC. 222. STATE DISTRIBUTION OF FUNDS; MATCHING REQUIREMENT.

(a) State Distribution of Funds.–Each eligible agency receiving a grant under this subtitle for a fiscal year–

(1) shall use not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carry out section 225, of which not more than 10 percent of the 82.5 percent shall be available to carry out section 225;

(2) shall use not more than 12.5 percent of the grant funds to carry out State leadership activities under section 223; and

(3) shall use not more than 5 percent of the grant funds, or $65,000, whichever is greater, for the administrative expenses of the eligible agency.

(b) Matching Requirement.–

(1) In general.--In order to receive a grant from the Secretary under section 211(b) each eligible agency shall provide, for the costs to be incurred by the eligible agency in carrying out the adult education and literacy activities for which the grant is awarded, a non-Federal contribution in an amount equal to--

(A) in the case of an eligible agency serving an outlying area, 12 percent of the total amount of funds expended for adult education and literacy activities in the outlying area, except that the Secretary may decrease the amount of funds required under this subparagraph for an eligible agency; and

(B) in the case of an eligible agency serving a State, 25 percent of the total amount of funds expended for adult education and literacy activities in the State.

(2) Non-Federal contribution.--An eligible agency's non-Federal contribution required under paragraph (1) may be provided in cash or in kind, fairly evaluated, and shall include only non-Federal funds that are used for adult education and literacy activities in a manner that is consistent with the purpose of this subtitle.

SEC. 223. STATE LEADERSHIP ACTIVITIES.

(a) In General.--Each eligible agency shall use funds made available under section 222(a)(2) for 1 or more of the following adult education and literacy activities:

(1) The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area.

(2) The provision of technical assistance to eligible providers of adult education and literacy activities.

(3) The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.

(4) The support of State or regional networks of literacy resource centers.

(5) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.

(6) Incentives for--

(A) program coordination and integration; and

(B) performance awards.

(7) Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.

(8) Other activities of statewide significance that promote the purpose of this title.

(9) Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.

(10) Integration of literacy instruction and occupational skill training, and promoting linkages with employers.

(11) Linkages with post-secondary educational institutions.

(b) Collaboration.--In carrying out this section, eligible agencies shall collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the activities described in subsection (a).

(c) State-Imposed Requirements.--Whenever a State or outlying area implements any rule or policy relating to the administration or operation of a program authorized under this subtitle that has the effect of imposing a requirement that is not imposed under Federal law (including any rule or policy based on a State or outlying area interpretation of a Federal statute, regulation, or guideline), the State or outlying area shall identify, to eligible providers, the rule or policy as being State- or outlying area-imposed.

SEC. 224. STATE PLAN.

(a) 5-Year Plans.--

(1) In general.--Each eligible agency desiring a grant under this subtitle for any fiscal year shall submit to, or have on file with, the Secretary a 5-year State plan.

(2) Comprehensive plan or application.--The eligible agency may submit the State plan as part of a comprehensive plan or application for Federal education assistance.

(b) Plan Contents.--In developing the State plan, and any revisions to the State plan, the eligible agency shall include in the State plan or revisions--

(1) an objective assessment of the needs of individuals in the State or outlying area for adult education and literacy activities, including individuals most in need or hardest to serve;

(2) a description of the adult education and literacy activities that will be carried out with any funds received under this subtitle;

(3) a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 212;

(4) a description of the performance measures described in section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the State or outlying area;

(5) an assurance that the eligible agency will award not less than 1 grant under this subtitle to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services;

(6) an assurance that the funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle;

(7) a description of how the eligible agency will fund local activities in accordance with the considerations described in section 231(e);

(8) an assurance that the eligible agency will expend the funds under this subtitle only in a manner consistent with fiscal requirements in section 241;

(9) a description of the process that will be used for public participation and comment with respect to the State plan;

(10) a description of how the eligible agency will develop program strategies for populations that include, at a minimum–

(A) low-income students;

(B) individuals with disabilities;

(C) single parents and displaced homemakers; and

(D) individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency;

(11) a description of how the adult education and literacy activities that will be carried out with any funds received under this subtitle will be integrated with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency; and

(12) a description of the steps the eligible agency will take to ensure direct and equitable access, as required in section 231(c)(1).

(c) Plan Revisions.–When changes in conditions or other factors require substantial revisions to an approved State plan, the eligible agency shall submit the revisions to the State plan to the Secretary.

(d) Consultation.–The eligible agency shall–

(1) submit the State plan, and any revisions to the State plan, to the Governor of the State or outlying area for review and comment; and

(2) ensure that any comments by the Governor regarding the State plan, and any revision to the State plan, are submitted to the Secretary.

(e) Peer Review.–The Secretary shall establish a peer review process to make recommendations regarding the approval of State plans.

(f) Plan Approval.–A State plan submitted to the Secretary shall be approved by the Secretary unless the Secretary makes a written determination, within 90 days after receiving the plan, that the plan is inconsistent with the specific provisions of this subtitle.

SEC. 225. PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS.

(a) Program Authorized.–From funds made available under section 222(a)(1) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals.

(b) Uses of Funds.–The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for–

(1) basic education;

(2) special education programs as determined by the eligible agency;

(3) English literacy programs; and

(4) secondary school credit programs.

(c) Priority.–Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution with 5 years of participation in the program.

(d) Definition of Criminal Offender.–

(1) Criminal offender.–The term ``criminal offender'' means any individual who is

charged with or convicted of any criminal offense.
(2) Correctional institution.–The term ``correctional institution'' means any–
(A) prison;
(B) jail;
(C) reformatory;
(D) work farm;
(E) detention center; or
(F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

CHAPTER 3--LOCAL PROVISIONS

SEC. 231. GRANTS AND CONTRACTS FOR ELIGIBLE PROVIDERS.

(a) Grants and Contracts.–From grant funds made available under section 211(b), each eligible agency shall award multi-year grants or contracts, on a competitive basis, to eligible providers within the State or outlying area to enable the eligible providers to develop, implement, and improve adult education and literacy activities within the State.
(b) Required Local Activities.–The eligible agency shall require that each eligible provider receiving a grant or contract under subsection (a) use the grant or contract to establish or operate 1 or more programs that provide services or instruction in 1 or more of the following categories:
(1) Adult education and literacy services, including workplace literacy services.
(2) Family literacy services.
(3) English literacy programs.
(c) Direct and Equitable Access; Same Process.–Each eligible agency receiving funds under this subtitle shall ensure that–
(1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and
(2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying area.
(d) Special Rule.–Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of section 203(1), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities under this subtitle for activities other than adult education activities.
(e) Considerations.–In awarding grants or contracts under this section, the eligible agency shall consider–
(1) the degree to which the eligible provider will establish measurable goals for participant outcomes;
(2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an

eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;

(3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;

(4) whether or not the program–

(A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and

(B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;

(5) whether the activities are built on a strong foundation of research and effective educational practice;

(6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

(7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

(8) whether the activities are staffed by well-trained instructors, counselors, and administrators;

(9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, one-stop centers, job training programs, and social service agencies;

(10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(11) whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and

(12) whether the local communities have a demonstrated need for additional English literacy programs.

SEC. 232. LOCAL APPLICATION.

Each eligible provider desiring a grant or contract under this subtitle shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including–

(1) a description of how funds awarded under this subtitle will be spent; and

(2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

SEC. 233. LOCAL ADMINISTRATIVE COST LIMITS.

(a) In General.–Subject to subsection (b), of the amount that is made available under this subtitle to an eligible provider–

(1) not less than 95 percent shall be expended for carrying out adult education and literacy activities; and

(2) the remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination.

(b) Special Rule.–In cases where the cost limits described in subsection (a) are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.

CHAPTER 4--GENERAL PROVISIONS

SEC. 241. ADMINISTRATIVE PROVISIONS.

(a) Supplement Not Supplant.–Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

(b) Maintenance of Effort.–

(1) In general.–

(A) Determination.–An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.

(B) Proportionate reduction.–Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary–

(I) shall determine the percentage decreases in such effort or in such expenditures; and

(ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

(2) Computation.–In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

(3) Decrease in federal support.–If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

(4) Waiver.–The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an

unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

SEC. 242. NATIONAL INSTITUTE FOR LITERACY.

(a) Purpose.–The purpose of this section is to establish a National Institute for Literacy that–

(1) provides national leadership regarding literacy;

(2) coordinates literacy services and policy; and

(3) serves as a national resource for adult education and literacy programs by–

(A) providing the best and most current information available, including the work of the National Institute of Child Health and Human Development in the area of phonemic awareness, systematic phonics, fluency, and reading comprehension, to all recipients of Federal assistance that focuses on reading, including programs under titles I and VII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq. and 7401 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), and this Act; and (B) supporting the creation of new ways to offer services of proven effectiveness.

(b) Establishment.–

(1) In general.–There is established the National Institute for Literacy (in this section referred to as the ``Institute''). The Institute shall be administered under the terms of an interagency agreement entered into by the Secretary of Education with the Secretary of Labor and the Secretary of Health and Human Services (in this section referred to as the ``Interagency Group''). The Interagency Group may include in the Institute any research and development center, institute, or clearinghouse established within the Department of Education, the Department of Labor, or the Department of Health and Human Services the purpose of which is determined by the Interagency Group to be related to the purpose of the Institute.

(2) Offices.–The Institute shall have offices separate from the offices of the Department of Education, the Department of Labor, and the Department of Health and Human Services.

(3) Recommendations.–The Interagency Group shall consider the recommendations of the National Institute for Literacy Advisory Board (in this section referred to as the ``Board'') established under subsection (e) in planning the goals of the Institute and in the implementation of any programs to achieve the goals. If the Board's recommendations are not followed, the Interagency Group shall provide a written explanation to the Board concerning actions the Interagency Group takes that are inconsistent with the Board's recommendations, including the reasons for not following the Board's recommendations with respect to the actions. The Board may also request a meeting of the Interagency Group to discuss the Board's recommendations.

(4) Daily operations.–The daily operations of the Institute shall be administered by the Director of the Institute.

(c) Duties.–

(1) In general.–In order to provide leadership for the improvement and expansion

of the system for delivery of literacy services, the Institute is authorized--

(A) to establish a national electronic data base of information that disseminates information to the broadest possible audience within the literacy and basic skills field, and that includes--

(I) effective practices in the provision of literacy and basic skills instruction, including instruction in phonemic awareness, systematic phonics, fluency, and reading comprehension, and the integration of literacy and basic skills instruction with occupational skills training;

(ii) public and private literacy and basic skills programs, and Federal, State, and local policies, affecting the provision of literacy services at the national, State, and local levels;

(iii) opportunities for technical assistance, meetings, conferences, and other opportunities that lead to the improvement of literacy and basic skills services; and

(iv) a communication network for literacy programs, providers, social service agencies, and students;

(B) to coordinate support for the provision of literacy and basic skills services across Federal agencies and at the State and local levels;

(C) to coordinate the support of reliable and replicable research and development on literacy and basic skills in families and adults across Federal agencies, especially with the Office of Educational Research and Improvement in the Department of Education, and to carry out basic and applied research and development on topics that are not being investigated by other organizations or agencies, such as the special literacy needs of individuals with learning disabilities;

(D) to collect and disseminate information on methods of advancing literacy that show great promise, including phonemic awareness, systematic phonics, fluency, and reading comprehension based on the work of the National Institute of Child Health and Human Development;

(E) to provide policy and technical assistance to Federal, State, and local entities for the improvement of policy and programs relating to literacy;

(F) to fund a network of State or regional adult literacy resource centers to assist State and local public and private nonprofit efforts to improve literacy by--

(I) encouraging the coordination of literacy services;

(ii) enhancing the capacity of State and local organizations to provide literacy services; and

(iii) serving as a link between the Institute and providers of adult education and literacy activities for the purpose of sharing information, data, research, expertise, and literacy resources;

(G) to coordinate and share information with national organizations and associations that are interested in literacy and workforce investment activities;

(H) to advise Congress and Federal departments and agencies regarding the development of policy with respect to literacy and basic skills; and

(I) to undertake other activities that lead to the improvement of the Nation's literacy delivery system and that complement other such efforts being undertaken by public and private agencies and organizations.

(2) Grants, contracts, and cooperative agreements.--The Institute may award grants to, or enter into contracts or cooperative agreements with, individuals, public or private institutions, agencies, organizations, or consortia of such institutions, agencies, or organizations to carry out the activities of the Institute.

(d) Literacy Leadership.--

(1) In general.--The Institute, in consultation with the Board, may award fellowships, with such stipends and allowances that the Director considers

necessary, to outstanding individuals pursuing careers in adult education or literacy in the areas of instruction, management, research, or innovation.

(2) Fellowships.–Fellowships awarded under this subsection shall be used, under the auspices of the Institute, to engage in research, education, training, technical assistance, or other activities to advance the field of adult education or literacy, including the training of volunteer literacy providers at the national, State, or local level.

(3) Interns and volunteers.–The Institute, in consultation with the Board, may award paid and unpaid internships to individuals seeking to assist the Institute in carrying out its mission. Notwithstanding section 1342 of title 31, United States Code, the Institute may accept and use voluntary and uncompensated services as the Institute determines necessary.

(e) National Institute for Literacy Advisory Board.–

(1) Establishment.–

(A) In general.–There shall be a National Institute for Literacy Advisory Board (in this section referred to as the ``Board''), which shall consist of 10 individuals appointed by the President with the advice and consent of the Senate.

(B) Composition.–The Board shall be comprised of individuals who are not otherwise officers or employees of the Federal Government and who are representative of entities such as–

(I) literacy organizations and providers of literacy services, including nonprofit providers, providers of English literacy programs and services, social service organizations, and eligible providers receiving assistance under this subtitle;

(ii) businesses that have demonstrated interest in literacy programs;

(iii) literacy students, including literacy students with disabilities;

(iv) experts in the area of literacy research;

(v) State and local governments;

(vi) State Directors of adult education; and

(vii) representatives of employees, including representatives of labor organizations.

(2) Duties.–The Board shall–

(A) make recommendations concerning the appointment of the Director and staff of the Institute;

(B) provide independent advice on the operation of the Institute; and

(C) receive reports from the Interagency Group and the Director.

(3) Federal advisory committee act.–Except as otherwise provided, the Board established by this subsection shall be subject to the provisions of the Federal Advisory Committee Act (5 U.S.C. App.).

(4) Appointments.–

(A) In general.–Each member of the Board shall be appointed for a term of 3 years, except that the initial terms for members may be 1, 2, or 3 years in order to establish a rotation in which \1/3\ of the members are selected each year. Any such member may be appointed for not more than 2 consecutive terms.

(B) Vacancies.–Any member appointed to fill a vacancy occurring before the expiration of the term for which the member's predecessor was appointed shall be appointed only for the remainder of that term. A member may serve after the expiration of that member's term until a successor has taken office.

(5) Quorum.–A majority of the members of the Board shall constitute a quorum but a lesser number may hold hearings. Any recommendation of the Board may be passed only by a majority of the Board's members present.

(6) Election of officers.–The Chairperson and Vice Chairperson of the Board shall

be elected by the members of the Board. The term of office of the Chairperson and Vice Chairperson shall be 2 years.

(7) Meetings.–The Board shall meet at the call of the Chairperson or a majority of the members of the Board.

(f) Gifts, Bequests, and Devises.–

(1) In general.–The Institute may accept, administer, and use gifts or donations of services, money, or property, whether real or personal, tangible or intangible.

(2) Rules.–The Board shall establish written rules setting forth the criteria to be used by the Institute in determining whether the acceptance of contributions of services, money, or property whether real or personal, tangible or intangible, would reflect unfavorably upon the ability of the Institute or any employee to carry out the responsibilities of the Institute or employee, or official duties, in a fair and objective manner, or would compromise the integrity or the appearance of the integrity of the Institute's programs or any official involved in those programs.

(g) Mails.–The Board and the Institute may use the United States mails in the same manner and under the same conditions as other departments and agencies of the United States.

(h) Staff.–The Interagency Group, after considering recommendations made by the Board, shall appoint and fix the pay of a Director.

(I) Applicability of Certain Civil Service Laws.–The Director and staff of the Institute may be appointed without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 and sub-chapter III of chapter 53 of that title relating to classification and General Schedule pay rates, except that an individual so appointed may not receive pay in excess of the annual rate of basic pay payable for level IV of the Executive Schedule.

(j) Experts and Consultants.–The Institute may procure temporary and intermittent services under section 3109(b) of title 5, United States Code.

(k) Report.–The Institute shall submit a report biennially to the Committee on Education and the Workforce of the House of Representatives and the Committee on Labor and Human Resources of the Senate. Each report submitted under this subsection shall include–

(1) a comprehensive and detailed description of the Institute's operations, activities, financial condition, and accomplishments in the field of literacy for the period covered by the report;

(2) a description of how plans for the operation of the Institute for the succeeding 2 fiscal years will facilitate achievement of the goals of the Institute and the goals of the literacy programs within the Department of Education, the Department of Labor, and the Department of Health and Human Services; and

(3) any additional minority, or dissenting views submitted by members of the Board.

l) Funding.–Any amounts appropriated to the Secretary, the Secretary of Labor, the Secretary of Health and Human Services, or any other department that participates in the Institute for purposes that the Institute is authorized to perform under this section may be provided to the Institute for such purposes.

SEC. 243. NATIONAL LEADERSHIP ACTIVITIES.

The Secretary shall establish and carry out a program of national leadership activities to enhance the quality of adult education and literacy programs nationwide. Such activities may include the following:

(1) Technical assistance, including--

(A) assistance provided to eligible providers in developing and using performance measures for the improvement of adult education and literacy activities, including family literacy services;

(B) assistance related to professional development activities, and assistance for the purposes of developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy activities, including family literacy services, based on scientific evidence where available; and

(C) assistance in distance learning and promoting and improving the use of technology in the classroom.

(2) Funding national leadership activities that are not described in paragraph (1), either directly or through grants, contracts, or cooperative agreements awarded on a competitive basis to or with post-secondary educational institutions, public or private organizations or agencies, or consortia of such institutions, organizations, or agencies, such as--

(A) developing, improving, and identifying the most successful methods and techniques for addressing the education needs of adults, including instructional practices using phonemic awareness, systematic phonics, fluency, and reading comprehension, based on the work of the National Institute of Child Health and Human Development;

(B) increasing the effectiveness of, and improving the qualify of, adult education and literacy activities, including family literacy services;

(C) carrying out research, such as estimating the number of adults functioning at the lowest levels of literacy proficiency;

(D) (I) carrying out demonstration programs;

(ii) developing and replicating model and innovative programs, such as the development of models for basic skill certificates, identification of effective strategies for working with adults with learning disabilities and with individuals with limited English proficiency who are adults, and workplace literacy programs; and

(iii) disseminating best practices information, including information regarding promising practices resulting from federally funded demonstration programs;

(E) providing for the conduct of an independent evaluation and assessment of adult education and literacy activities through studies and analyses conducted independently through grants and contracts awarded on a competitive basis, which evaluation and assessment shall include descriptions of--

(I) the effect of performance measures and other measures of accountability on the delivery of adult education and literacy activities, including family literacy services;

(ii) the extent to which the adult education and literacy activities, including family literacy services, increase the literacy skills of adults (and of children, in the case of family literacy services), lead the participants in such activities to involvement in further education and training, enhance the employment and earnings of such participants, and, if applicable, lead to other positive outcomes, such as reductions in recidivism in the case of prison-based adult education and literacy activities;

(iii) the extent to which the provision of support services to adults enrolled in adult education and family literacy programs increase the rate of enrollment in, and successful completion of, such programs; and

(iv) the extent to which eligible agencies have distributed funds under section

231 to meet the needs of adults through community-based organizations;

(F) supporting efforts aimed at capacity building at the State and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this subtitle;

(G) collecting data, such as data regarding the improvement of both local and State data systems, through technical assistance and development of model performance data collection systems; and

(H) other activities designed to enhance the quality of adult education and literacy activities nationwide.

Subtitle B--Repeals

SEC. 251. REPEALS.

(a) Repeals.--

(1) Adult education act.--The Adult Education Act (20 U.S.C. 1201 et seq.) is repealed.

(2) National literacy act of 1991.--The National Literacy Act of 1991 (20 U.S.C. 1201 note) is repealed.

(b) Conforming Amendments.--

(1) Refugee education assistance act.--Subsection (b) of section 402 of the Refugee Education Assistance Act of 1980 (8 U.S.C. 1522 note) is repealed.

(2) Elementary and secondary education act of 1965.--

(A) Section 1202 of esea.--Section 1202(c)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6362(c)(1)) is amended by striking ``Adult Education Act'' and inserting ``Adult Education and Family Literacy Act''.

(B) Section 1205 of esea.--Section 1205(8)(B) of such Act (20 U.S.C. 6365(8)(B)) is amended by striking ``Adult Education Act'' and inserting ``Adult Education and Family Literacy Act''.

(C) Section 1206 of esea.--Section 1206(a)(1)(A) of such Act (20 U.S.C. 6366(a)(1)(A)) is amended by striking ``an adult basic education program under the Adult Education Act'' and inserting ``adult education and literacy activities under the Adult Education and Family Literacy Act''.

(D) Section 3113 of esea.--Section 3113(1) of such Act (20 U.S.C. 6813(1)) is amended by striking ``section 312 of the Adult Education Act'' and inserting ``section 203 of the Adult Education and Family Literacy Act''.

(E) Section 9161 of esea.--Section 9161(2) of such Act (20 U.S.C. 7881(2)) is amended by striking ``section 312(2) of the Adult Education Act'' and inserting ``section 203 of the Adult Education and Family Literacy Act''.

(3) Older Americans act of 1965.--Section 203(b)(8) of the Older Americans Act of 1965 (42 U.S.C. 3013(b)(8)) is amended by striking ``Adult Education Act'' and inserting ``Adult Education and Family Literacy Act''.

VII.C AMERICANS WITH DISABILITIES ACT OF 1991

The text for this law begins on the following page.

The Americans with Disabilities Act: Providing Access to Adult Education Programs for Adults with Disabilities

Presented by

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March 12. 2001
Bridges to Practice Symposium
Alexandria, VA

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Disability Legislation:

- Individuals with Disabilities in Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act (ADA
- General Education Provisions Act (GEPA) of the Workforce Investment Act (WIA)

Legislation Regarding Adults with Disabilities

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- **The Vocational Rehabilitation Act of 1973** provides that no otherwise qualified individual with a disability shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity *receiving federal financial assistance.*

- **The Americans with Disabilities Act of 1990** expands the scope of the Vocational Rehabilitation Act of 1973 and guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications.

If a person

- has a physical or mental impairment which substantially limits one or more major life activities,

or

- has a history of such impairment,

or

- is regarded as having such an impairment,

And

- That person meets the academic and technical standards required for admission or participation in an organization's programs or activities;

Then

That person must be ensured an equal opportunity for participation.

Legal Aspects of Providing Services to Adults with Disabilities

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Agencies and programs serving adults with disabilities

Must consider the following accommodations and adjustments on a *case-by-case basis:*

- providing informational materials in alternative formats (e.g., large print, audio tape).
- modifying assessment techniques to meet the needs of individuals with disabilities.
- extending the time permitted for an individual with a disability to complete specific program or course requirements.
- Permitting the use of such learning aids as tape recorders, word processors, calculators, pocket spell-checkers, taped books, and computers for individuals with disabilities.

May not:

- limit the number of individuals with disabilities admitted into programs or activities.
- make inquiries as to whether or not an individual has a disability unless that information is a criterion used to determine eligibility for a program or service.
- use placement tests or criteria that inadequately assess applicants with a disability because appropriate accommodations were not provided.
- exclude an "otherwise qualified" individual with a disability from participation in a particular program or activity.
- counsel an individual with a disability toward a more restrictive career or employment setting.
- measure an individual's progress using methods that adversely discriminate against the individual with a disability.
- charge additional fees for individuals with disabilities to cover the cost of accommodations.
- share or discuss specific disability information without written permission from the individual.

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General Requirements Under Titles II and III of the Americans with Disabilities Act

- No exclusion on the basis of disability
- No discrimination through contract
- Participation in the most integrated setting
- No discrimination through eligibility criteria
- Modifications in policies, practices, and procedures to avoid discrimination on the basis of disability
- Modifications in policies and rules to allow the presence/use of service animals
- No discrimination through association
- Surcharges to cover the costs of accessibility may not be imposed solely on persons with disabilities
- Examinations and courses related to licensing or certification for educational, professional, or trade purposes must be accessible
- No discrimination because of insurance constraints
- No harassment or retaliation
- Absolute confidentiality

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Legal Rights of Adult Learners with Disabilities

- Program accessibility
- Non-discrimination/equal opportunity
- Use of auxiliary aids and services
- Academic adjustments or accommodations

* * * * * * * * * * *

Legal Responsibilities of Adult Learners with Disabilities

- Be a self-advocate
- Self-identify as having a disability
- Provide appropriate records/documentation
- Identify the type of accommodations needed
- Know your legal rights
- Request accommodations based on your specific needs

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Legal Rights of Adult Education Programs

- Can ask if a student with a disability can meet the prerequisite academic and technical standards of a course of study or program. (1998. *Accommodating Adults with Disabilities in Adult Education*, University of Kansas Center for Research on Learning, p. 76.)

- Can ask if a student with a disability can perform the essential tasks of a course or program with reasonable academic adjustments and auxiliary aids.

- A *qualified individual with a disability* is defined as:

  > "an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity." (Section 35.104 of the ADA)

- "Guidelines for Establishing Whether a Student is Qualified for a Program of Study" (1998. *Accommodating Adults with Disabilities in Adult Education*, University of Kansas Center for Research on Learning, p. 76.)

- Establish reasonable codes of conduct which prohibit disruptive or other inappropriate behaviors as long as they do not screen out or tend to screen out people with disabilities. (1998. *Accommodating Adults with Disabilities in Adult Education*, University of Kansas Center for Research on Learning, p. 79.)

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Legal Responsibilities of Adult Education Programs

- ✔ Designate a responsible employee as an ADA Coordinator

- ✔ Provide notice of ADA requirements

- ✔ Establish a grievance procedure

- ✔ Conduct a self-evaluation

  - employment
  - non-discrimination in programs and activities
  - communications
  - program and facility accessibility

- ✔ Develop a transition plan

  - Identify physical obstacles that limit accessibility
  - Describe methods that will be used to correct obstacles
  - Specify a schedule for the changes
  - Indicate person(s) responsible

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General Education Provisions Act (GEPA)
Section 427

Section 427 requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to:

ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

Section 427 is intended to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards.

Comparison Between the IDEA, Section 504, and the ADA

	The IDEA	Section 504	The ADA
Mission	Assures a free, appropriate, public education in the least restrictive environment. Students are **entitled** to services.	Assures students with disabilities **equal educational opportunity** to be fully integrated into the mainstream. Individuals must **qualify** for services.	Assures ALL PERSONS with disabilities with **equal opportunities and nondiscriminatory treatment** in a broad array of areas, including those not covered under Section 504 (e.g., private businesses, state/local governments). Individuals must **qualify** for services.
Scope	Applies to public elementary and secondary schools.	Applies to any program or activity that receives federal financial aid.	Applies to public or private employment, transportation, accommodations, and telecommunications.
Coverage	Students requiring special education services, ages 3-21.	All "qualified" individuals with disabilities.	All "qualified" individuals with disabilities and qualified nondisabled persons associated with a person with a disability.

Adapted from: Brinckerhoff, L.C.; Shaw, S.F.; & McGuire, J.M. (1993). *Promoting Postsecondary Education for students with Learning Disabilities: A Handbook for Practitioners.* Austin, TX: PRO-ED.

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	The IDEA	Section 504	The ADA
Definition of Disability	List of disabilities provided.	No list of disabilities provided. Physical or mental impairment that substantially limits one or more major activities; record/ history of such an impairment; or being regarded as having an impairment.	No list of disabilities provided. Same criteria as Section 504. [HIV status, AD/HD, and contagious and non contagious diseases recently included.]
Identification Process	Places the responsibility for identification and evaluation on the school district at no expense to parent or student. School no longer required to update evaluation every 3 years.	Places the responsibility for identification on the student with a disability who must provide documentation. Cost of evaluation is responsibility of the student.	Same as Section 504.
Service Delivery	Special education services and auxiliary aids identified by Team and stipulated in the Individualized Education Program (IEP) and/or the Individual Transition Plan (ITP).	Services, auxiliary aids, and academic adjustments provided in the regular education setting.	Services, auxiliary aids, and accommodations arranged for by designated ADA Coordinator unless "undue hardship" occurs for employers.
Funding	Federal funds conditional to compliance with IDEA regulations.	No authorization for funding attached to this Civil Rights statute.	No authorization for funding attached to this Civil Rights statute.

Adapted from: Brinckerhoff, L.C.; Shaw, S.F.; & McGuire, J.M. (1993). *Promoting Postsecondary Education for students with Learning Disabilities: A Handbook for Practitioners.* Austin, TX: PRO-ED.

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The Americans with Disabilities Act

TITLE I	Title I covers nondiscrimination in employment activities. It requires that employers not discriminate on the basis of a disability in the recruitment, hiring, retention, or promotion of employees. Employment opportunities must be made available when it can be shown that, with or without reasonable accommodation, the individual can successfully perform the essential functions of the job.
TITLE II	Title II of the ADA is divided into two subparts. Subpart A requires that state and local government entities and programs be made accessible to persons with disabilities. Subpart B covers transportation and requires that public transportation systems be made fully accessible to and usable by persons with disabilities.
TITLE III	Title III covers the accessibility and availability of programs, goods, and services provided by private entities. Although the Act uses the term "public accommodations," it is used in the context of use by the public, rather than operation by a public entity. By definition, a public accommodation is privately owned, operated, and/or offered.
TITLE IV	Title IV requires that telecommunication services be made accessible to persons with hearing and speech impairments and has specific reference to the development of telecommunication relay systems and closed captioning technology.
TITLE V	Title V of the ADA contains miscellaneous provisions that apply to all of the other titles as well.

1998/*Accommodating Adults with Disabilities in Adult Education,*
University of Kansas Center for Research on Learning

The Americans with Disabilities Act

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Defining a Disability

Physical Impairment

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems.

Specific examples include orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; HIV disease; tuberculosis; drug addition; and alcoholism.

Mental Impairment

Any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Exclusions

Conditions that are NOT considered a disability include:

- temporary impairments (broken bones, sprained joints, acute infections);
- physical characteristics (eye or hair color, handedness, height or weight);
- common personality traits (poor judgment, quick temper);
- environmental, cultural, or economic characteristics (poverty, prison record, lack of education);
- sex-related behaviors and disorders (transvestitism, bisexuality, homosexuality, exhibitionism);
- compulsive gambling, kleptomania, and pyromania; and
- current users of illegal drugs, or individuals that use prescription drugs in excess.

Substantially Limits

Unable to perform a major life activity, or significantly restricts the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person.

Major Life Activity

Functions such as caring for oneself, performing manual tasks, walking, seeing or hearing, speaking, breathing, learning and working.

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Working Together to Provide Equal Access for Individuals with Disabilities

". . . while we recognize (the law) does not require affirmative action in actively seeking students with disabilities, we expect the [program] to be proactive in meeting the needs of students with disabilities who are enrolled in its programs." (p. 21.)

". . . when OCR is called in to investigate a possible violation of Section 504/ADA, ... they look at the broad [programmatic] response to the *spirit* of the law as evidenced by the factual information surrounding the complaint and by an examination of [programmatic] policies and procedures regarding persons with disabilities." (p. 21.)

"In the end, compliance with the ADA always seems to come back to using good sense, acting in good faith, and doing one's [programmatic] best to find a way to allow all qualified . . . [individuals] to participate equally, regardless of their status as persons with disabilities." (p. 63.)

Jarrow, J. E. (1997). *Higher education and the ADA: Issues and perspectives.* Columbus, OH: Disability Access and Information Support.

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Summary of Questions and Answers about Rights and Responsibilities

Question	Answer
What is a disability?	**A disability means a physical or mental impairment that substantially limits one or more major life activities:** ◊ caring for oneself ◊ walking ◊ seeing ◊ hearing ◊ speaking ◊ breathing ◊ learning ◊ working
What are the legal rights of adult learners with disabilities?	**Legal rights of adult learners with disabilities include:** ◊ program accessibility ◊ non-discrimination/equal opportunity ◊ use of auxiliary aids and services ◊ academic adjustments or accommodations
What are the legal responsibilities of adult education programs?	**Five administrative requirements of the ADA apply to the responsibilities of adult education programs:** ◊ designate a responsible employee ◊ provide notice ◊ establish a grievance procedure ◊ conduct a self-evaluation ◊ develop a transition plan
hat is an accommodation?	**An accommodation is a legally mandated change that creates an equitable opportunity for task completion or environmental access such as:** ◊ adaptive tools ◊ assistive devices ◊ additional time for task completion ◊ oral or sign language interpreters ◊ readers ◊ taped, large print, or brailled text ◊ taped, typed or dictated answers ◊ private work area ◊ modification of existing equipment ◊ written instructions ◊ repeated instructions ◊ note takers ◊ calculators
What guidelines should be considered in selecting an accommodation?	**Accommodations should:** ◊ be based on individual needs ◊ allow the most integrated experience possible ◊ not compromise essential course or program requirements ◊ not pose a threat to personal or public safety ◊ not impose an undue financial or administrative burden on the program ◊ not be of a personal nature

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Knowledge Competencies for Disability Service Providers

- ⇨ Adult Education Program rights and responsibilities under the Americans with Disabilities Act (ADA).
- ⇨ Rights and responsibilities of adults with disabilities under the ADA.
- ⇨ Confidentiality of disability records/information.
- ⇨ ADA guidelines for providing accommodations to persons with disabilities.
- ⇨ ADA grievance procedures.
- ⇨ "Identifying" students with disabilities and appropriate data collection.
- ⇨ How to identify and access local, state, and national resources regarding persons with disabilities.
- ⇨ ADA guidelines for ensuring that facilities, services, and programs are accessible.
- ⇨ Obtaining accommodations on the GED.
- ⇨ Basic knowledge of appropriate assessment and documentation of disabilities.
- ⇨ Basic knowledge of appropriate instructional strategies, procedures and materials for persons with disabilities.

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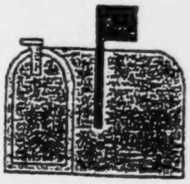
Accommodating Adults with Disabilities in Adult Education Programs

PRODUCT ORDER FORM

TO PLACE AN ORDER

Complete both sides of this form and mail it with your check or PO# to:



Order Desk
Center for Research on Learning
University of Kansas
3061 Dole Center
Lawrence, KS 66045

Name and phone # of person placing order: ______________________________

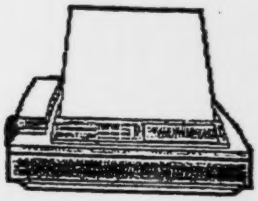
Bill to:	Ship to: (if different than billing address)
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Purchase Order # ____________________ Tax exempt # ____________________

Fed Tax ID# ____________________

_____ Check enclosed, make payable to:
Special Education Service Unit

If you prefer, you may fax or call in your order:



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#3101

U.S. Department of Justice
Civil Rights Division
Disability Rights Section

ADA INFORMATION SERVICES

Revised May 2000

This list contains the telephone numbers and Internet addresses of federal agencies and other organizations that provide information about the **Americans with Disabilities Act (ADA)** and informal guidance in understanding and complying with different provisions of the ADA.

Department of Justice offers technical assistance on the ADA Standards for Accessible Design and other ADA provisions applying to businesses, non-profit service agencies, and state and local government programs; also provides information on how to file ADA complaints.

ADA Information Line for publications, questions, and referrals	800-514-0301 (voice) 800-514-0383 (TTY)
Internet address	www.usdoj.gov/crt/ada/adahom1.htm

Equal Employment Opportunity Commission offers technical assistance on the ADA provisions applying to employment; also provides information on how to file ADA complaints.

Employment - questions	800-669-4000 (voice) 800-669-6820 (TTY)
Employment - publications	800-669-3362 (voice) 800-800-3302 (TTY)
Internet address	www.eeoc.gov

Department of Transportation offers technical assistance on the ADA provisions applying to public transportation; also provides information on how to file ADA complaints.

ADA Assistance Line for publications, questions, and complaints	888-446-4511 (voice) TTY: use relay service or 202-366-2285 (voice) 202-366-0153 (TTY)
Internet address	www.fta.dot.gov/office/civ.htm

Federal Communications Commission offers technical assistance on the ADA's telephone relay service (TRS) requirements.

TRS publications and questions	888-225-5322 (voice) 888-835-5322 (TTY)
Internet address	www.fcc.gov/cib/dro

Access Board, or **Architectural and Transportation Barriers Compliance Board**, offers technical assistance on the ADA Accessibility Guidelines.

Publications and questions	800-872-2253 (voice) 800-993-2822 (TTY)
Internet address	www.access-board.gov

Department of Education funds ten regional centers to provide technical assistance on the ADA.

Disability & Business Technical Assistance Centers	800-949-4232 (voice/TTY)
Internet address	www.adata.org

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President's Committee on Employment of People with Disabilities answers employment questions and funds the **Job Accommodation Network (JAN)**, which provides advice on accommodating employees with disabilities.

Employment questions	202-376-6200 (voice)	202-376-6205 (TTY)
Internet address	www50.pcepd.gov/pcepd	
Job Accommodation Network	800-526-7234 (voice/TTY)	
Internet address	http://janweb.icdi.wvu.edu/english	

Internal Revenue Service provides information about tax code provisions including tax credits (section 44) and deductions (section 190) that can assist businesses in complying with the ADA.

Tax code - information	800-829-1040 (voice)	800-829-4059 (TTY)
Tax code - legal questions	202-622-3110 (voice)	TTY: use relay service
To order Publications 535 and 334	800-829-3676 (voice)	800-829-4059 (TTY)

DREDF ADA Hotline is funded by the Department of Justice to provide technical assistance on the ADA.

ADA questions and publications	800-466-4232 (voice/TTY)
Internet address	www.dredf.org

Project ACTION is funded by the Department of Transportation to provide ADA information and publications on making transportation accessible.

Transportation information and publications	800-659-6428 (voice)	TTY: use relay service
	202-347-3066 (voice)	202-347-7385 (TTY)
Internet address	www.projectaction.org	

OTHER LAWS OF INTEREST

Other federal laws prohibit discrimination and provide equal opportunity for people with disabilities in **housing, air transportation, and access to federal facilities and post offices**. Telephone numbers for obtaining assistance in understanding and complying with these laws are listed here.

Fair Housing Act, for questions or publications, call Department of Housing and Urban Development:

Fair Housing accessibility questions	202-708-2333 (voice)	202-401-1247 (TTY)
Fair Housing publications	800-767-7468 (voice)	TTY: use relay service
Internet address	www.hud.gov/fhe/fheo.html	

Air Carrier Access Act, for questions pertaining to air transportation, call Department of Transportation:

Aviation Consumer Protection Division	202-366-2220 (voice)	202-755-7687 (TTY)
Internet address	www.dot.gov/airconsumer	

Architectural Barriers Act, for questions pertaining to access to federal facilities and post offices, call the Access Board, listed on page one.

Reproduction of this document is encouraged.

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VII.D FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)
34 C.F.R. PART 99

The text for this law begins on the following page.

FERPA

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT

(SOMETIMES KNOWN AS THE BUCKLEY AMENDMENT)

Family Policy Compliance Office

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.

- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

- Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

    - School employees who have a need to know;
    - Other schools to which a student is transferring;
    - Certain government officials in order to carry out lawful functions;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for the school;
    - Accrediting organizations;
    - Individuals who have obtained court orders or subpoenas;
    - Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights.

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under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 or TDD (202) 260-8956 or contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-4605

Office of Management's Homepage

This page last updated 2/25/2000 *(pjh)*

Send questions or comments to: om@ed.gov

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FERPA

Family Educational Rights and Privacy Act

PROTECT OUR STUDENTS

PROTECT OURSELVES

To be allowed access to student records, you must carefully review the material presented in this site. Maintaining confidentiality of student records is everyone's responsibility whether you are faculty, staff or student.

WHY?

- BECAUSE IT'S THE RIGHT THING TO DO
- BECAUSE THE FEDERAL GOVERNMENT REQUIRES US TO DO SO

This tutorial is designed to give you a base level knowledge of the rules governing release of student information.

FERPA

Family Educational Rights and Privacy Act

WHAT IS FERPA?

FERPA stands for Family Educational Rights and Privacy Act (sometimes called the Buckley Amendment). Passed by Congress in 1974, the Act grants four specific rights to the adult student:

- the right to see the information that the institution is keeping on the student
- the right to seek amendment to those records and in certain cases append a statement to the record
- the right to consent to disclosure of his/her records
- the right to file a complaint with the FERPA Office in Washington

FERPA

Family Educational Rights and Privacy Act

WHAT IS A STUDENT EDUCATIONAL RECORD?

- just about any information provided by a student to the university for use in the educational process is considered a student educational record:
    - personal information
    - enrollment records
    - grades
    - schedules
- the storage media in which you find this information does not matter. Student educational record may be:
    - a document in the registrar's office
    - a computer printout in your office
    - a class list on your desktop
    - a computer display screen
    - notes you have taken during an advisement session

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FERPA

Family Educational Rights and Privacy Act

WHAT ARE THE BASIC RULES

- Student educational records are considered confidential and may not be released without the written consent of the student.
- As a faculty or staff member you have a responsibility to protect educational records in your possession.
- Some information is considered public (sometimes called "Directory Information"). This info can be released without the student's written permission. However, the student may opt to consider this info confidential as well. Directory Information is: name, address, phone, dates of attendance, degrees received, major program, height weight of athletes, email address, full or part time status, and date of birth.
- You have access to information only for legitimate use in completion of your responsibilities as a university employee. Need to know is the basic principle.
- If you are ever in doubt, do not release information until you contact the Office of the Registrar at your university or college or at the Administration office in your adult education cooperative or Even-Start Family Literacy Center.

You may also call or write:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-4605
(202)-260-3887
or TDD (202)-260-8956

The complete text of The Family Educational Rights and Privacy Act (**FERPA**) Can be downloaded at: http://www.lrp.com.ed/freelib/free-regs/bc3499.htm

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SPECIAL "DON'TS" FOR FACULTY

To avoid violations of FERPA rules, DO NOT:

- **at any time use the entire Social Security Number of a student in a public posting of grades**
- **ever link the name of a student with that student's social security number in any public manner**
- **leave graded tests in a stack for students to pick up by sorting through the papers of all students**
- **circulate a printed class list with student name and social security number or grades as an attendance roster.**
- **discuss the progress of any student with anyone other than the student (including parents) without the consent of the student**
- **provide anyone with lists of students enrolled in your classes for any commercial purpose**
- **provide anyone with student schedules or assist anyone other than university employees in finding a student on campus**

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VII.E ELIGIBILITY FOR ESL CLASSES AND OTHER ADULT EDUCATION SERVICES

AND

THE FEDERAL IMMIGRATION LAW FOR FOREIGN STUDENTS ON F-1 VISAS

The text for this law begins on the following page.

ELIGIBILITY FOR FREE ESL CLASSES AND OTHER ADULT EDUCATION SERVICES

THE ADULT BASIC EDUCATION PROGRAM PROVIDES FREE ESL, ABE, and GED CLASSES TO:

A. American Citizens

B. Permanent Legal Residents (with an Alien Green Card)

C. Temporary Resident Card holders (under Amnesty)

D. Employment Authorization Card holders

E. Persons seeking political asylum in the USA

F. Refugees

G. Spouses of Citizens or Permanent Legal Residents (must present an official letter from INS stating that paper work for permanent residency is in process and/or a Marriage Certificate)

Please Note: Most of the above categories should have a social security card or be in the process of applying for one and **this number** should be used in ACES.

PERSONS WITH THE FOLLOWING DOCUMENTATION ARE NOT ELIGIBLE FOR ADULT EDUCATION SERVICES

A. Student Visas (F-1's) Foreign students studying in the U.S.

In a memo dated June 17th, 1997 from Ronald S.Pugsley (Division of Adult Education and Literacy) to the state directors of Adult Education and ESL Colleagues, the following was quoted from Section 625 of Public Law 104-208:

" Under the amended Immigration and Nationality Act, an alien may not be accorded this F-1 status as a non-immigrant (under section 101a(15)(F) I of that Act) in order to pursue a course of study in the United States at a **public elementary school or in a publicly funded adult education program."**

In other words we cannot serve student visas (F-1's) in our adult education programs.

Furthermore, an alien may not be accorded this status to pursue a course of study at a **public secondary school** unless two conditions are met: These two conditions are: 1) The aggregate period of this status at the school may not exceed twelve months with respect to an alien, and 2) The alien must demonstrate that the alien has reimbursed the local education agency that administers the school in question "for the full, unsubsidized per capita cost of providing education at such for the period of the alien's attendance."

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OTHER STUDENTS NOT ELIGIBLE FOR FREE ADULT EDUCATION SERVICES

J-1 Exchange student or visitor

F-2 A spouse or child of an F-1 Student

A-1 Ambassador, public minister, career diplomat or consular officer, and members of immediate family.

Any Tourist Visas or Visitor's permit of a temporary nature including:
A-1 thru A-3, B-1, B-2, C-1 thru C-3, D, E-1, F-1, F-2, G-1 thru G-5,
H-1A, H-1B, H-2A, H-2B, H-3, H-4, I, J-1, J-2, K-1, L-1, L-2, M-1, M-2,
N-8, N-9, NATO 1-7, 0-1 thru 0-3, P-1 thru P-4, Q, and R.

VII.F PART B OF TITLE I OF ESEA PUBLIC LAW #103-382 AS AMENDED BY CFDA §84.213C

The text for this law begins on the following page.

VII.G THE LIFT (LITERACY INVOLVES FAMILIES TOGETHER) ACT AS ENACTED BY THE CONSOLIDATED APPROPRIATIONS ACT OF 2001 (PUBLIC LAW 106-554)

The text for this law begins on the following page.

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Section VIII: Professional Development

Texas is committed to professional development for adult education practitioners as the most effective strategy for improving the quality of local adult education programs.

The TEA staff in the Division of Adult and Community Education coordinates with the National Adult Education Professional Development Consortium (NAEPDC) and the National Institute for Literacy (NIFL) and other nationally recognized professional development entities in the adult education field, as applicable, to provide leadership infrastructure of professional development activities for state staff and local programs. As a result of this coordination, a comprehensive system of professional development that meets the diverse professional development needs of adult education practitioners in Texas has been implemented.

The development of strong state and local adult education leaders is critical to the transformation of the adult education profession. To address this need, the Office of Vocational and Adult Education (OVAE) of the U.S. Department of Education (DOE) has initiated the Leadership for Program Effectiveness Project to promote leadership development. Through this project, staff from ABT Associates, Inc. will work with State and local adult education staff and key Federal stakeholders to create and implement an agenda for technical assistance. This agenda includes:

1) implementing a state-local accountability system;
2) developing a performance funding system;

3) designing statewide initiatives to improve the quality of ABE/ESL/ASE programs;

4) facilitating the development of state and local coordination in support of one-stop services, including use of space, cross-referrals, and data collection;

5) leveraging staff expertise and professional development resources using state leadership funds under the Workforce Investment Act; and

6) providing strategies for supporting Adult Education Services using varied funding streams, for example, corrections education, family literacy, and workplace education.

The mechanisms for delivering technical assistance will be provided through a variety of activities, including: (1) group training events; (2) individual state assistance, including on-site peer assistance; (3) regional working groups; (4) distance delivery, including teleconferences and listservs; and (5) postings of policy briefs and research reports.

The state office in coordination with these national entities, state office staff, and state and local trainers perform many of the activities listed in Section 223, State Leadership Activities of Adult Education and Family Literacy Act (AEFLA). Current activities include, but are not limited to:

1) technical assistance to providers of adult education and literacy activities for GED 2002 implementation and instructional strategies by content area, assessment training, learning disabilities awareness and instructional strategies, family literacy training, MIS training;

2) a state literacy center (the Texas Adult Literacy Clearinghouse);

3) development and dissemination of standardized statewide curriculum framework and industry-specific curriculum project with NIFL that integrates occupational skills for ESL students;

4) training local program directors on using data for improved program performance;

5) professional development institutes for new administrators of adult education programs;

6) technical assistance in the use of technology applications in adult education;

7) technical assistance in the use of volunteers in adult education; and

8) instructor curriculum advisory committee to advise on training and the implementation of training for new and experienced teachers in adult education

By working in special content areas and serving as the liaison on state and national taskforces and organizations related to those specific content areas, the TEA Staff supports professional development activities for local programs in Texas. The TEA staff also works to develop long-range professional development plans for statewide implementation in the content areas.

If a local program presents trainings they must keep in mind that whatever activities are enacted, these activities must coincide with the regulations that the Texas State Board of Education has set.

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VIII.A STATE BOARD OF EDUCATION REQUIREMENTS ON PROFESSIONAL DEVELOPMENT FROM THE TEXAS ADMINISTRATIVE CODE

1) All staff shall receive at least 12 clock hours of professional development annually.

2) All staff new to adult education shall receive 6 clock hours of preservice professional development before they begin work in an adult education program.

3) Aides shall have at least a high school diploma or high school equivalency certificate.

4) The following apply to directors, teachers, counselors, and supervisors:
    a) Persons must possess at least a bachelor's degree.
    b) Persons without valid Texas teacher certification must attend 12 clock hours of inservice professional development annually in addition to that specified in #1 above until they have completed either 6 clock hours of adult education college credit or attained two years of adult education experience.

5) The requirements for inservice professional development may be reduced by local programs in individual cases where exceptional circumstances prevent employees from completing the required hours of inservice professional development. Documentation shall be kept justifying such circumstances. Requests for exemption from staff qualification requirements in individual cases may be submitted to the Texas Education Agency for approval in the application for funding and must include justification and proposed qualifications.

6) Records of staff qualifications and professional development shall be maintained by each fiscal agent and must be available for monitoring.

VIII.B STAFF DEVELOPMENT

VIII.B.1 ORIENTATION

The program will provide an orientation to instructional staff. The orientation will allow the new staff/volunteers to learn about the program's purposes, approaches, opportunities, and expectations.

VIII.B.2 PRE-SERVICE TRAINING

The program will offer pre-service training to instructional staff and other staff that is suited to their skills and experience. Pre-service training for instructional staff will include training in the program's instructional approach, using the program's instructional materials, conducting and using learner assessments, making referrals to community resources, and fulfilling other program responsibilities as given in their job description.

VIII.B.3 IN-SERVICE TRAINING

The program will offer in-service training to instructors and other staff that continually improves their effectiveness in working with the program's adult learners. On-going education is important for maintaining skills and morale, for exchanging ideas and resources among instructors, for solving problems, and for learning new skills.

Suitable topics for in-service training may include but not be limited to: working with adult learners, how adults learn, issues facing the adult learner population, community resources, assessment skills, instructional approaches, the design of instructional materials, and others.

Ways in which staff members will remain current with developments in adult literacy education and technology fields are: attending conferences, participating in distance learning opportunities, having Internet access to unlimited valuable resources, and being encouraged and supported in reading relevant books, journals, and periodicals.

VIII.B.4 SUGGESTED ACTIVITIES

- Mentor for new staff
- Professional development committee
- Portfolio development for staff as part of evaluation
- Initial staff retreat to provide input and to adopt a program plan
- Staff development of presentations at conferences, meetings
- Training will include but not be limited to information on Workforce Investment Act, Personal Responsibility Act, interpersonal communcations, interpersonal workplace conflict resolution
- Internet resources
- Standardized new teacher orientation

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- Develop annual teacher training curriculum with calendar of completion
- Written or videotaped orientation information for instructors, interns, and others unable to attend pre-service (only with excused absences)
- Clearly stated expectations for instructors
- Master teacher system
- Teacher training on incorporating technology into the curriculum
- Cultural diversity training for instructors
- Develop teacher recognition program
- Develop teacher observation system for observing master teachers
- ABE/ASE/ESL web site for the program's instruction, staff development, resource sharing with all of the instructors

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VIII.C RESOURCES

For additional information regarding adult education professional development, the following websites are but a few sources:

http://www-tcall.tamu.edu/consort/consort.htm

http://www-tcall.tamu.edu/professional_development.htm

http://www-tcall.tamu.edu/lincs.htm

http://www.nifl.gov/lincs/

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IX.A ANNUAL REVIEW

The program will undertake an annual review of its operations to determine the degree to which its mission and goals are reflected in the program's activities and outcomes. The program will begin the review prior to developing the next year's action plan.

Included in the review will be consultation with the program's adult learners, instructors, other staff, Community Advisory Committee members, and key community stakeholders.

The review will focus on all categories of program activity, community assessment, coordination and networking, public awareness, adult learner recruitment, learner assessment, curriculum and instruction, training, referral, staff performance, learner support, governance, managements, and how well learners are progressing. The checklist sections of the funding application can be used as a checklist of things to consider in the annual review.

IX.B FLEXIBLE DESIGN

The program will use a flexible approach to evaluation, choosing those strategies that are consistent with its mission, philosophy, and expected outcomes. A well-planned approach to evaluation will develop evidence and summaries that produce an intelligible, interesting, and useful picture of the program. An attempt to value the unanticipated outcomes as well as the expected outcomes of the program will be encouraged.

IX.C PROGRAM IMPROVEMENT

The program will assertively address any areas that need revising or updating, as revealed in the program evaluation.

IX.D CONTINUOUS IMPROVEMENT

The program will continuously explore and include in its management different approaches to learner and program evaluation.

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Appendix A: National Reporting System

Please note that the following pages are excerpts from the complete document of the *Measures and Methods for the National Reporting System for Adult Education: Implementation Guidelines*. A copy of the complete document is available at: http://www.air-dc.org/nrs.

Measures and Methods for the National Reporting System for Adult Education

NRS

National Reporting System
for Adult Education

IMPLEMENTATION GUIDELINES

Division of Adult Education and Literacy
Office of Vocational and Adult Education
U.S. Department of Education

June 2000

Chapter I. History and Overview of the National Reporting System

The National Reporting System (NRS) is a project to develop an accountability system for the Federally funded adult education program. This system includes a set of student measures to allow assessment of the impact of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

HISTORY OF THE NRS

The NRS was born in the 1990s, a decade known for its emphasis on accountability of Federal programs. During this time, all publicly funded programs and agencies faced increasing pressures to demonstrate that they have met their legislative goals and have an impact on their client populations. The requirement to demonstrate program impact was mandated in 1993 through the Government Performance and Review Act (GPRA). GPRA required all Federal agencies to develop strategic plans to ensure that services were delivered efficiently and in a manner that best suits client needs, and to develop indicators of performance to demonstrate their agency's impact.

In 1995, the U.S. Congress considered eliminating adult education as a separate delivery system by integrating the program into a general system of workforce development. Strong and convincing data on the impact of adult education at the state and federal levels were demanded to demonstrate its importance as a separate education program. Similar demands were raised at the state level. In response to these demands, the state directors of adult education asked the Division of Adult Education and Literacy (DAEL) to work toward developing a national system for collecting information on adult education student outcomes.

To meet this request, DAEL devoted its March 1996 national meeting of state directors of adult education to developing a framework for program accountability. This framework specified the purposes of the adult education program, the essential characteristics of an accountability system and identified seven categories of outcome measures. At the March 1997 DAEL national meeting, a broad group of adult education stakeholders validated the framework, identified outcome measures for a new national reporting system, and discussed possible methodologies for the system. Based on these decisions, the NRS was designed and formally began in October 1997.

The proposed voluntary nature of the NRS changed in August 1998, when the Adult Education and Family Literacy Act within the Workforce Investment Act (WIA—P.L. 105-220) became law. This Act established accountability requirements, including that states develop outcome-based performance standards for adult education programs, as one means of determining program effectiveness. The NRS mandate was then expanded to establish the measures and methods to conform to the Workforce Investment Act requirements.

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NRS Project Activities

The goals of the NRS project were to establish a national accountability system for adult education programs by identifying measures for national reporting and their definitions, establishing methodologies for data collection, developing software standards for reporting to the U.S. Department of Education and developing training materials and activities on NRS requirements and procedures. The project was designed to conduct these activities in three phases.

The first phase, *standardization*, involved the development of standard measure definitions for state and local programs, standard data collection methodologies, and software standards for automated data reporting. In the summer of 1998, interim software standards were established, methodologies were identified for pilot testing and draft definitions for use in the pilot test were distributed to adult education stakeholders.

The *pilot test* was the second phase of the project and was designed to have a small number of volunteer states and local programs test the draft measure definitions and proposed methodologies under realistic conditions. The pilot assessed whether the draft measure definitions worked or needed refinement, as well as the costs, burden, and other difficulties in collecting the data using the proposed methodologies. The pilot test was completed in January 1999. Measures and methodologies were revised based on the pilot test.

The third phase of the project, *training and technical assistance*, beginning in the summer of 1999, will support state and local program implementation of the NRS. The different types of assistance will include instructional training packets that will be suitable for states to use in a "train the trainer" environment; technology-based materials for state and local staff that explain the NRS measures and methods; and individual technical assistance to states to support their implementation efforts.

Throughout the course of the project, an advisory board consisting of state directors of adult education, representatives from volunteer provider agencies, directors of local adult education programs and experts on accountability systems, has guided the project, meeting three times between December 1997 and March 1999. The board made significant substantive contributions to the measure definitions and methodologies. Participants in the pilot test also provided advice and guidance on measures and methods. Appendix A lists the NRS advisory board, pilot test participants and NRS staff.

OVERVIEW OF THE NRS MEASURES AND METHODS

This document presents products from the first two phases of the NRS project: the measure definitions, methodologies and reporting formats for the NRS, which become effective for the program year beginning July 1, 2000. The document also includes an overall framework of NRS operation at the local, state and Federal levels.

NRS Measures

The *requirements of WIA, consensus* among the stakeholders and advisory board members, and the *need for uniform valid and reliable data* were major factors guiding development of NRS measures. Other factors affecting development of the measures included the need to *accommodate the diversity* of the adult education delivery system and the need for *compatibility of the definitions* with related adult education and training programs.

As a state-administered program, the nature of adult education service delivery varies widely across states in its goals, objectives and the resources available to states to collect and report data. It is especially important that the definitions for outcome measures be broad enough to accommodate these differences, yet concrete and standardized sufficiently to allow the NRS to establish a uniform, national database. Similarly, other adult education, employment and training programs with which adult education works have systems of accountability and outcome measures.

To ensure this accommodation to the diverse delivery system and compatibility with related systems, NRS staff conducted a thorough review of measure definitions planned or in use currently by all states and all Federal employment and training programs. To identify state measures used, for example, NRS staff conducted an evaluability assessment of all states in early 1998 and obtained copies of measure definitions from states that had their own measures. In addition, NRS staff reviewed the existing measure definitions used for DAEL's Annual Statistical Performance Report and measures and definitions currently planned by the Department of Education for Title I of WIA. A full listing of the main sources consulted in developing the measures and their definitions is provided at the end of this chapter.

Exhibit 1 lists the NRS measures, which include *core* measures and *secondary* measures. The core measures apply to all adult education students receiving 12 or more hours of service. There are three types of core measures:

- ***Outcome measures***, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education or training;

- ***Descriptive measures***, including student demographics, reasons for attending and student status; and

- ***Participation measures*** of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA will be set for the core outcome measures and awarding of incentive grants will be tied to these performance standards.

The NRS *secondary* measures include additional outcome measures related to employment, family and community that adult education stakeholders believe are important to understanding and evaluating adult education programs. States are *not required to report on the secondary measures* and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There are also secondary student status measures that define target populations identified in WIA. These measures are provided for states that want to report on the services provided to these populations.

Exhibit 1
Summary of NRS Measures and Definitions

TOPIC	MEASURES	CATEGORIES OR DEFINITIONS
	Core Outcome Measures	
[illegible]	◆ Educational gains	◆ Educational functioning levels in reading, writing, speaking and listening and functional areas.
[illegible]	◆ Entered employment	◆ Learners who obtain a job by the first quarter after exit quarter
	◆ Retained employment	◆ Learners who remain employed in the third quarter after program exit
	◆ Receipt of secondary school diploma or GED	◆ Learners who obtain a GED, secondary school diploma or recognized equivalent
	◆ Placement in postsecondary education or training	◆ Learners enrolling in a postsecondary educational or occupational skills program building on prior services or training received
	Core Descriptive and Participation Measures	
[illegible]	◆ Ethnicity	◆ American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, Black or African American (non-Hispanic), Hispanic or Latino, White (non-Hispanic)
	◆ Gender	◆ Male, female
	◆ Age	◆ Date of birth
[illegible]	◆ Labor force status	◆ Employed, not employed, not in labor force
	◆ Public assistance status	◆ Receiving or not receiving assistance
	◆ Rural residency	◆ Rural, not rural
	◆ Disability status	◆ Disabled, not disabled
	◆ Learner main and secondary reasons or goals for attending	◆ Obtain a job, retain current job, improve current job, earn a secondary school diploma or GED, enter post-secondary education or training, improve basic literacy skills, improve English language skills, citizenship, work-based project learner goal, other personal goal

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Exhibit 1 (Continued)
Summary of NRS Measures and Definitions

TOPIC	MEASURES	CATEGORIES OR DEFINITIONS
[redacted]	Contact hours	Number of hours of instructional activity
	Program enrollment type	ABE, ESL, ASE, family literacy, workplace program, homeless program, correctional facilities, community corrections programs, other institutional program
Secondary Outcome and Student Status Measures (Optional)		
[redacted]	Reduction in receipt of public assistance	Students whose TANF or equivalent public assistance grant is reduced or eliminated due to employment
[redacted]	Met work-based project learner goal	Achieved skills for work-based project learner activity (activity of at least 12 hours and no more than 30 hours of instruction to teach specific workplace skill)
[redacted]	Achieved citizenship skills	Achieve the skills needed to pass the citizenship exam
	Voting behavior	Learner registers to vote or votes for the first time
	General involvement in community activities	Learner increases involvement in community activities
[redacted]	Involvement in children's education	Learner increases help given for children's school work, contact with teachers to discuss education, and involvement in children's school
	Involvement in children's literacy-related activities	Learner increases the amount read to children, visits libraries, or purchases books or magazines for children
[redacted]	Low income status	Low income, not low income
	Displaced homemaker	Displaced homemaker, not displaced homemaker
	Single parent status	Single parent, not single parent
	Dislocated worker	Dislocated worker, not dislocated worker
	Learning disabled adult	Learning disabled, not learning disabled

Core Outcome Measures

The central measures of the NRS are the student *outcome* measures. While by no means the only measures that could be used to evaluate adult education programs, the outcome measures selected represent what a broad consensus of adult educators believe are appropriate for providing a national picture of the performance of the program. The multi-year process employed by the NRS to identify and define the measures included input from state directors of adult education, Federal education officials, local education providers, representatives of volunteer literacy organizations and experts in performance accountability systems.

The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the Adult Education and Family Literacy Act of the WIA. Exhibit 2 shows how the measures relate to these requirements and goals for adult education stated in the legislation.

Exhibit 2
Goals and Core Indicators of the WIA Adult Education and Family Literacy Act and NRS Core Outcome Measures

***Goals* of Adult Education Described in the Adult Education and Family Literacy Act of WIA**	***Core Indicators* Required by the Adult Education and Family Literacy Act of WIA**	**National Reporting System *Core Outcome Measures***
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency. Assist parents to obtain the skills necessary to be full partners in their children's educational development.	Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.	◊ Educational gains (achieve skills to advance educational functioning level)
	Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	◊ Entered employment ◊ Retained employment ◊ Placement in postsecondary education or training
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	◊ Receipt of a secondary school diploma or pass GED tests

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated "work-based project learners," described below). To determine this measure, local programs asse students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels of English-as-a second language students (ESL). Each level describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level in which to place students using a standardized assessment procedure (a test or performance-based assessment). The program decides the skill areas in which to assess the student, based on student's instructional needs and goals.

After a pre-determined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the student has advanced one or more levels or is progressing within the same level. The state has discretion to establish the student assessment method used within the state, as well as procedures for progress assessment. States may also use additional educational levels and skill area descriptors, as long as they are compatible with NRS levels and skills.

The remaining core outcome measures are *follow-up* measures, collected some time after the student leaves the program. However, these measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two measures: entered employment—whether the student obtained a job in the first quarter after leaving; and retained employment—whether the student still has the job in the third quarter after exit. This measure also applies to employed students who have a goal of improved or retained employment. For students whose goal is to advance to further education or training, there is a measure of entry into another such program. For students who entered with a goal of obtaining a secondary school diploma or passing the GED tests, there is a measure of whether the student obtained the credential.

Descriptive and Participation Measures

The NRS *descriptive* measures collect student demographics, status in several areas and goals for attending. These measures allow for a description and understanding of who attends adult education programs and for what reasons. The measures also allow for analyses of the performance of specific groups of students attending adult education, such as unemployed students or students receiving public assistance. The demographic measures include ethnicity, age, and gender, and status measures include employment status and whether the student has a disability or is on public assistance.

For the first time at the national level, the NRS requires collection of student goals—both a main and a secondary reason—for attending the program. The goals designated are used to compute the proportion of students achieving the follow-up measures.

There are two *participation* measures, contact hours and program enrollment type, collected for both descriptive and analytic purposes. These measures record the amount of instruction students receive and the number of students attending in areas such as family literacy and workplace literacy.

Secondary Measures

The NRS secondary measures are optional measures of student outcomes and status that states *are not required* to collect and that will not be used as a basis for assessing state performance under WIA. The NRS includes these measures, however, since many stakeholders during the consensus building process believed these measures are important to the identity of the program and the goals and purposes of adult education.

The secondary measures are in the areas of employment, community and family. The employment measure is whether the student's public assistance grant was reduced or eliminated due to employment. This measure applies only to students receiving public assistance upon entry.

In the area of community, there are three measures covering citizenship, voting and community involvement. For students enrolled in citizenship programs there is a measure of whether the student has achieved the skills to pass the citizenship exam. Voting for the first time or registering to vote and more involvement in community groups or activities are the remaining measures. The family measures include increased involvement in children's literacy activities and in children's education.

A measure new to national reporting is *completed work-based project learner activity*. Project learners are students enrolled in a class with 30 hours or less of scheduled instruction that has a goal of teaching specific workplace-related literacy skills. On enrollment, the learner and the program determine the specific skills to be learned and the method to assess the attainment of the skills. The assessment must employ a standardized test or be a performance-based assessment with standardized scoring rubrics. Programs do not collect the core outcome measures on students designated as project learners and these learners are counted separately. This measure is included within the NRS to allow states and programs to serve learners with a short-term learning need without having a detrimental effect on performance of the core outcome measures.

Secondary student status measures of low income status, displaced homemaker and single parent status are included, as these groups are specific target populations under WIA. States needing to report their services to these populations can use these measures, which are defined identically to the U.S. Department of Labor definitions. There is also a secondary status measure to identify learning disabled adults to assist programs in reaching these students.

NRS Methodologies

To help ensure comparability of measures across states, the NRS has established procedures for collecting all of the NRS measures. The NRS has three methodologies for collecting measures: direct program reporting, local follow-up survey and data matching. With the *direct program reporting* methodology, local programs collect the information directly from the learner while the learner is enrolled and receiving instruction. The information is normally obtained as part of the intake process, through student assessment or ongoing throughout the course of instruction. Measures collected with this methodology are the demographic, student status and student participation measures, as well as the educational gain measure and the secondary measures of project learner completion and citizenship skill attainment.

Two methodologies are offered for collecting the NRS core outcome measures that require follow-up: the employment-related measures, receipt of secondary diploma or GED and placement in postsecondary education or training. Follow-up methodologies also collect the optional, secondary outcome measures. The *local follow-up survey* methodology employs a survey of learners who left the program during the program year. The local program, state or a third-party contractor may conduct the survey as long as it includes students from each local program. To conduct this survey, programs must survey all of the students in the program with one or more of the follow-up goals or draw a statistically valid random sample of learners who had one or more of the goals. The procedures for conducting the survey are to be determined by the state, but must follow accepted scientific practice for producing valid results. Students with a goal of obtaining employment are to be surveyed at the beginning of the first quarter after leaving the program. Retained employment must be collected in the third quarter after exit and the other measures can be collected at any time during the year.

An alternative to the survey for collecting the follow-up measures is a *data matching* methodology. Data matching refers to the procedures whereby agencies serving common clients pool their data to identify outcomes unique to each program. Matching is achieved using student Social Security numbers and is typically done at the state level. For example, to determine whether students obtained employment after leaving the program, the state adult education agency would match the Social Security numbers and dates of attendance of students who had obtained employment in the state wage record data base for the appropriate calendar quarter. States may use either follow-up method, or a combination of the two methods, to collect the NRS follow-up measures.

Summary: What's New

The NRS makes significant changes to the prior state reporting requirements, the Annual Statistical and Performance Report. The following list summarizes the changes from prior reporting as a means of highlighting the new and significant features of the NRS.

- The NRS has *core measures* that meet the requirements of the WIA and apply to adult education students who receive 12 or more hours of service.
- While prior reporting has always had a measure of *educational gain* using functioning level descriptors, the NRS makes four major changes to the prior levels.
  - ✓ All descriptors have been substantially revised and expanded. There are new descriptor categories: "computation" has been changed to "numeracy" and workplace skills and technology skills have been added to the functional level descriptions.
  - ✓ There is now a single set of reading and writing descriptors for both ABE and ESL at beginning and intermediate levels. This approach provides a higher degree of consistency on the meaning of the levels across program areas. Descriptors in reading and writing vary slightly among the ASE and advanced ESL levels to reflect the different set of skills needed for the ASE levels.
  - ✓ The NRS also has three new levels: an intermediate level for both ESL and ABE, formed by breaking up the old beginning and intermediate levels and another ASE level, formed by splitting the old ASE level.
  - ✓ The NRS descriptors include additional test benchmarks.
- The entered employment, retained employment, receipt of a secondary school diploma or GED and placement in postsecondary education or training are follow-up measures collected on students after they leave the program. These measures apply only to students who designated these outcomes as goals on intake into the program.

- Learner goals or reasons for attending is a new measure used to identify categories of students to which the follow-up measures should apply. A main and a secondary goal can be identified for each student. Note that goal attainment itself is *not* an outcome measure in the NRS, although it could be computed from information in the NRS and used as an outcome.

- States must use a survey methodology, data matching procedures or a combination of the methods to collect the follow-up measures. The follow-up measures must be collected from all local programs to enable states to meet WIA requirement for evaluating their grantees.

- The NRS includes secondary outcome measures that are optional. No performance standards will be tied to these measures and they will not be used to determine state eligibility for incentive awards under WIA. The secondary measures include welfare grant reduction, community- and family-related measures. Most of the secondary measures appeared on the prior Annual Performance Report.

- A new secondary measure, attainment of *work-based project learner* goal is an optional measure states may use to identify learners enrolled in an activity of no more than 30 scheduled hours and designed to teach workplace-related skills. Project learners must be identified at enrollment and evaluated with a standardized procedure (test or performance-based) to determine whether the skills have been learned. The core outcome measures do not apply to project learners and they are counted separately from other learners.

- Other secondary measures include five new status measures: low income status, displaced homemaker, single parent status, dislocated worker status and learning disabled adult. These measures provide a way for states to report on these WIA target populations using standard, national definitions. A new secondary measure of learning disabled adult is also included.

- Several measures required for the old Annual Performance Report have been dropped, including reason for separation before completion and several student status measures. Some of the achievements from the prior report have been made secondary measures.

Overview of This Document

The remainder of this document presents NRS measures, methods and reporting requirements in greater detail. Chapter II presents definitions of all NRS measures and Chapter III presents the data flow framework for the NRS. The framework describes how information flows from the classroom and program on to the state and Federal levels. The chapter also discusses the responsibilities of each agency in the data collection and reporting process.

Chapter IV explains NRS methodologies and procedures for collecting each measure. Guidance on conducting the follow-up survey and data matching methods is also offered. Chapter V presents recommendations for local student record systems to enable NRS reporting and provides Federal reporting tables. Appendix A lists NRS advisory based members, pilot test participants and NRS staff. Appendix B offers sample follow-up survey and model methodologies.

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Chapter II. NRS Definitions: Core and Secondary Measures

The NRS includes *core* measures and *secondary measures*. The *core* measures are *required* and include outcome and descriptive measures and participation measures that reflect the core indicator requirements of the Workforce Investment Act. States must report the required measures on *all students who receive 12 hours or more of service*. The Department of Education will use these measures to judge program performance, including eligibility for incentive grants. The *secondary* measures include additional, optional outcomes related to employment, family and community that adult education stakeholders believe are important to understanding and evaluating adult education programs. States are not required to report on the secondary measures and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There are also secondary measures of student status that include target populations identified under WIA. These measures are included for states that want to report on services provided to these populations. The definitions are identical to the Department of Labor definitions to aid in uniform reporting under both Title I and Title II of WIA.

This chapter presents the definitions for the core and secondary NRS measures. Along with the definition, the presentation includes the applicable student population to which the measure applies; the data collection procedure to be used by states or local programs to collect the measure; and Federal reporting method, which describes how the measure is to be reported and used. Chapter IV presents more detail on data collection methodologies.

CORE MEASURES (REQUIRED)

Outcome Measures

Core Outcome Measure #1: Educational Gain

***Definition:** Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program. The following tables provide entry-level descriptors for the educational functioning levels.*

Applicable Population: All learners.

Collection Procedure: At intake, an individual learner's educational functioning level is determined within the functional level descriptors, using a uniform, standardized assessment procedure approved by the state. The assessment procedure may be a standardized test or a performance assessment with standardized scoring protocols. (Note that learners designated as work-based project learners need not be assessed in this way, as explained in Chapter I and in the definition in this chapter).

The functional level descriptors describe what a learner entering that level can do in the areas of reading and writing, numeracy, speaking and listening and/or functional or workplace skills. The local program need not assess the learner in all areas, but the assessment should be in the areas in which instruction will be focused. If the learner is functioning at different levels in the areas, the

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

[illegible]	[illegible]	[illegible]	[illegible]
Beginning ABE Literacy Test Benchmark: TABE (5-6) scale scores (grade level 0-1.9): Total reading 529 and below Total math 540 and below Total language 599 and below TABE (7-8) scale scores (grade level 0-1.9): Reading 367 and below Total Math 313 and below Language 391 and below CASAS: 200 and below AMES (B, ABE) scale scores (grade level 0-1.9): Reading: 500 and below Total Math: 476 and below Communication: 496 and below ABLE scale scores (grade level 0-1.9): Reading 523 and below Math 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education Test Benchmark: TABE (5-6) scale scores (grade level 2-3.9): Total reading 530-679 Total math 541-677 Total language 600-677 TABE (7-8): scale scores (grade level 2-3.9): Reading: 368-460 Total Math: 314-441 Language: 392-490 CASAS: 201-210 AMES (B, ABE) scale scores (grade level 2-3.9): Reading: 503-510 Total Math: 477-492 Communication: 498-506 ABLE scale scores (grade level 2-3.9): Reading: 525-612 Math: 530-591	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.

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Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	[illegible]
Low Intermediate Basic Education Test benchmark: TABE (5-6) scale scores (grade level 4-5.9): Total reading: 680-722 Total math: 678-729 Total language: 678-705 TABE (7-8) scale scores (grade level 4-5.9): Reading: 461-517 Total Math: 442-505 Language: 491-523 CASAS: 211-220 AMES (B and C, ABE) scale scores (grade level 4-5.9): Reading (B): 511-609 Reading (C): 514-521 Total Math (B): 494-603 Total Math (C): 493-508 Communication (B): 508-605, (C) 509-513 ABLE scale scores (grade level 4-5.9): Reading: 613-644 Math: 593-641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.
High Intermediate Basic Education Test benchmark: TABE (5-6) scale scores (grade level 6-8.9): Total reading: 723-761 Total math: 730-776 Total language: 706-730 TABE (7-8) scale scores (grade level 6-8.9): Reading: 518-566 Total Math: 506-565 Language: 524-559 CASAS: 221-235 AMES (C and D, ABE) scale scores (grade level 6-8.9): Reading (C): 525-612 Reading (D): 522-543 Total Math (C): 510-627 Total Math (D): 509-532 Communication (C): 516-611 Communication (D): 516-523 ABLE scale score (grade level 6-8.9): Reading: 646-680 Math: 643-693	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.

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Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

[illegible]	Basic Reading and Writing	[illegible]	[illegible]
Low Adult Secondary Education Test benchmark: TABE (5-6) scale scores (grade level 9-10.9): Total reading: 762-775 Total math: 777-789 Total language 731-743 TABE (7-8): scale scores (grade level 9-10.9): Reading: 567-595 Total Math: 566-594 Language: 560-585 CASAS: 236-245 AMES (E, ABE) scale scores (grade level 9-10.9): Reading: 544-561 Total Math: 534-548 Communication: 527-535 ABLE scale scores (grade level 9-10.9): Reading: 682-697 Math: 694-716 Pass at least one GED practice test	Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.
High Adult Secondary Education Test benchmark: TABE (5-6) scale scores (grade level 11-12.9): Total reading: 776 and above Total math: 790 and above Total language: 744 and above TABE (7-8): scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS: 246 and higher AMES (E, ABE) scale scores (grade level 11-12): Reading: 565 and above Total Math: 551 and above Communication: 538 and above ABLE scale scores (grade level 11-12): Reading: 699 and above Math: 717 and above Pass at least three GED practice tests.	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individuals are able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.

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Outcome Measure Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS

Literacy Level	Speaking and Listening	Basic Reading and Writing	
Beginning ESL Literacy Test benchmark: CASAS (Life Skills): 180 and below SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral BEST: 0-15 Literacy BEST: 0-7	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Beginning ESL Test benchmark: CASAS (Life Skills): 181-200 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4 Oral BEST 16-41 Literacy BEST: 8-46	Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.	Individual can recognize, read and write numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.
Low Intermediate ESL Test benchmark: CASAS (Life Skills): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral BEST: 42-50 Literacy BEST: 47-53	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

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Outcome Measure Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS

[illegible]	[illegible]	[illegible]	[illegible]
High Intermediate ESL Test benchmark: CASAS (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral BEST: 51-57 Literacy BEST: 54-65	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.
Low Advanced ESL Test benchmark: CASAS (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral BEST 58-64 Literacy BEST: 66 and above	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.
High Advanced ESL Test benchmark: CASAS (Life Skills): 236-245 SPL (Speaking) 7 SPL (Reading and Writing) 8 Oral BEST 65 and above	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.

lowest functioning level should be the basis for initial placement. Test benchmarks are provided for each level as examples only and these tests do not need to be used when assessing the learner.

To determine gain, the learner should be assessed again at least once after a standard, instructional period, at the end of the class or at the end of the program year, as determined by state policy. If more than one assessment is given, the latest assessment should be used to determine advancement. An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement. The lowest functioning level should again be used to make this determination.

State and local programs may use whatever additional level descriptors desired, as long as these descriptors can be matched to the NRS definitions. States and local programs may also use any assessment procedures desired, as long as the procedures are standardized for all programs in the same way (i.e., used consistently and reliably across programs and produce observable measures).

To assist in placement, test benchmarks are provided for the levels. Tests included are the Comprehensive Adult Student Assessment System (CASAS—Life Skills or Employability); Test of Adult Basic Education (TABE, Forms 5-6 and 7-8), total reading and total math scale scores and grade equivalents; the Adult Basic Learning Examination (ABLE, Forms E–F), reading and math; the Adult Measure of Educational Skills (AMES, Forms 1 and 2), reading, computation and communication; Student Performance Levels (SPL) for ESL in both speaking and reading; and oral scores of the Basic English Skills Test (BEST) for ESL. These benchmarks are provided only as examples of how students functioning at each level would perform on the tests. *Their inclusion in no way is meant to imply that the tests are equivalent or that they should be used as the basis for assessment.* In addition, the tests do not necessarily measure the same skills.

Federal Reporting: Total number of learners who complete a level during the program is reported and a rate or percentage of level completion can be computed. The number who continue in the program after completing a level, the number who fail to complete a level and leave the program and the number who remain in the same level are recorded to obtain a fuller picture of student flow and retention.

Core Outcome Measure #2: Entered Employment

Definition: Learner obtains a job before the end of the first quarter after the program exit quarter.

Applicable Population: Learners who are not employed at time of entry and who have a main or secondary goal of obtaining employment.

Collection Procedure: At intake, the local program collects the individual learner's employment status and employment goal. Entered employment is measured any time from enrollment until the end of the first quarter after program exit quarter by local follow-up survey or by data matching procedures (see Chapter IV). Note employment can be recorded while the student is enrolled. *Employment* is defined as working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student. The *exit quarter* is the quarter when instruction ends, the learner terminates, or has not received instruction for 90 days and is not scheduled to receive further instruction.

Federal Reporting: Total number of learners who enter employment is reported to compute a rate or percentage, divide this total by the total relevant population (number of learners in the workforce who are unemployed at entry and had a main or secondary goal of obtaining employment).

Core Outcome Measure #3: Retained Employment

Definition: Learner remains employed in the third quarter after exit quarter.

Applicable Population: Learners who, at time of entry were not employed and had a main or secondary goal of obtaining employment, and who entered employment by the first quarter after exit quarter; and learners who are employed at entry and who have a main or secondary goal of improved or retained employment.

Collection Procedure: For students who obtain a job while enrolled, retained employment is measured in the third quarter after obtaining the job. For students who obtain a job within the first quarter after the exit quarter, and students who are employed at entry and had a goal of improved employment, retained employment is measured in the third quarter after exit quarter. Data can be obtained either by local survey or by data matching (see Chapter IV).

Federal Reporting: Total number of learners who retained employment is reported to compute a rate or percentage by dividing this total by the total relevant population (number of learners in the workforce who were not employed at entry, had a main or secondary goal of obtaining employment and who entered employment; and learners employed at entry with a main or secondary goal of improved or retained employment). This measure is not reported for learners exiting in the last quarter of the program year if the local survey is used (see page 48).

Core Outcome Measure #4: Receipt of a Secondary School Diploma or GED

Definition: Learner obtains certification of attaining passing scores on the General Education Development (GED) tests, or who obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

Applicable Population: All learners with a main or secondary goal of passing the GED tests or obtaining a secondary school diploma or its recognized equivalent.

Collection Procedure: Passage of GED tests or receipt of a secondary school diploma is obtained through data match from GED testing agency or from adult high school upon awarding of diploma. The program survey methodology may also be used to obtain the information (see Chapter IV). Secondary school diploma or GED test passage attainment is recorded anytime during the program year.

Federal Reporting: Total number of learners who obtain GED certification and secondary school diplomas and number who had this goal is reported. To compute a rate or percentage of attainment, the number of students receiving a secondary school diploma or GED is divided by the total number of learners who had a main or secondary goal of secondary credential attainment.

Core Outcome Measure #5: Placement in Postsecondary Education or Training

***Definition:* Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.**

Applicable Population: All learners with a goal of placement in postsecondary education or training.

Collection Procedure: Information on enrollment into training or postsecondary educational program is obtained through local survey or data match from other education and training agency, such as job training program, adult postsecondary education programs, and community and four-yea colleges and universities (see Chapter IV). Placement is recorded any time during the program year.

Federal Reporting: Total number of learners who enter postsecondary education or a training program and number who had this goal is reported. To compute a rate of placement, the number of students enrolling in postsecondary education or training is divided by total number of learners with a goal of advancing to postsecondary education or training.

Chapter III. The NRS Data Flow Framework

The goal of the NRS is to produce a set of measures that describe adult education students and the outcomes they achieve due to their participation. These measures will be used at the state and national levels to demonstrate whom the adult education program serves and its impact on learners' educational and employment-related outcomes. States and local programs can also use the data for program management and improvement activities and to develop performance standards now required by the WIA. This chapter presents the NRS framework for data flow from local programs to the U.S. Department of Education. It also summarizes the roles and responsibilities of local programs, the states and the Federal government in the operation and maintenance of the NRS.

DATA FLOW FRAMEWORK OF THE NRS

The development of a national database for adult education requires the close collaboration among the Federal Department of Education, state education agencies, and local programs. Each entity has an essential role in the operation and maintenance of the system that helps ensure that the collection of valid and reliable data from programs and across the states. These roles within the NRS are summarized below.

- The *Federal role* is to establish the NRS measures, methods and reporting requirements, to ensure valid and reliable data, provide assistance to states in understanding and implementing these requirements, monitor the system to ensure it is producing valid and reliable measures and decide on state incentive awards based on NRS data.

- *States* are responsible for implementing NRS measures, methods and requirements in a way that meets Federal guidelines; for providing resources, training and support for data collection to local programs; monitoring local programs; and for funding programs. States are to use NRS measures to promote continuous improvement based in part on their performance on NRS measures.

- *Local programs* are responsible for allocating sufficient resources to collect the NRS measures and reporting them according to state requirements.

Exhibit 3 shows the general data flow framework envisioned for the NRS by following the movement of data at each of these three levels. At the local program level, each of the program's instructional sites collects measures from students at three time periods. Upon *intake* into the program, local staff collects descriptive measures—demographic information, student goals and status measures—and conducts an assessment of the student's educational functioning level for placement. During the course of instruction, program staff (typically the teacher) provides at least two additional measures about the student: contact hours or attendance and a progress assessment. The progress assessment is usually administered at a time established by the local program or state policy and may be at the end of the course of instruction, at the end of the program year or after a set number of instructional hours. Other student outcomes attained may also be recorded on the update. When this *update* information is collected is also determined by local or state policy, and may be on an *ad hoc* basis, or at set times during the year, such as monthly or quarterly.

In most states, local programs will also be required to collect the core *follow-up* measures on students. These measures include the employment-related measures, measures on placement in postsecondary education or training and whether the student received a GED or other secondary credential. NRS follow-up procedures require program staff to collect the employment measures through a student survey in the first and third quarters after students' exit quarters, or by matching procedures. In states that use the data matching methodology (described in Chapter IV), collecting of follow-up data becomes a state responsibility.

Local programs must combine all of the measures collected at each instructional site into an *individual student record system.* This type of system is essential to the NRS, since it allows local programs to conduct the types of analysis of outcomes for specific student groups for reporting and program management. For example, only an individual record system would allow analysis of such issues as whether a specific type of student (such as students with employment-related goals) achieved their outcomes, or the number of instructional hours needed by groups of students to advance an educational level. The NRS does not specify the software or design of the student record system, but leaves this to local and state discretion.

Exhibit 3 also shows the movement of NRS data from the local program to the state level. Each local program must submit their data to the state education agency to enable the state to develop a statewide adult education database. The state data submission is often on an annual basis, although some states require more frequent submission. This state database may contain aggregated data from local programs or it may consist of the individual student records from programs. At the end of the program year, states must submit data in aggregated data tables to the U.S. Department of Education, which maintains a national database. This submission is required to be in electronic form, either using software developed for this purpose by the Department (called the Federal Annual Statistical Reporter—FAStR) or using state-developed software.

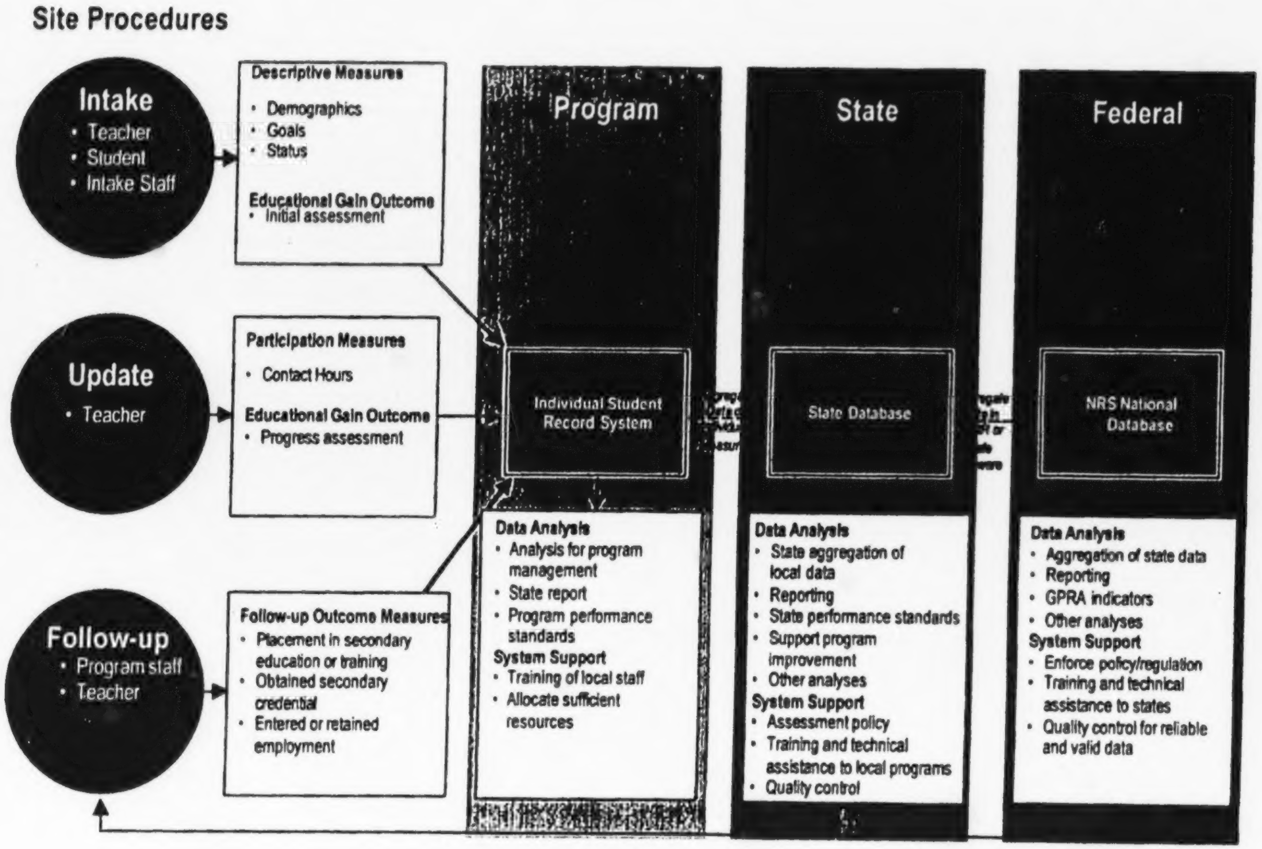
Local Role

Exhibit 3 emphasizes the role programs, states and the Federal government have in supporting the NRS. Local programs are on the front lines of the system, as they must allocate sufficient resources to collect the information from students—the descriptive, participation and outcome measures that comprise the database. For these data to be meaningful on a statewide and national basis, however, data collection procedures must be standardized across all programs within each state. That is, the data must be defined and collected in the same way by all programs to make it comparable. Due to this central role of local programs, local staff needs ongoing training and assistance to achieve this standardization in the following areas:

- Understanding the definitions of each measure and clear guidelines on how to record these measures, including how to handle missing or incomplete data;
- Understanding of, and compliance with, the state-defined procedures for assessing students for placement into educational functioning levels and assessing progress;
- Following procedures for implementing the follow-up survey, if it is conducted by the program; and
- Understanding how to correctly record and report data to the state.

It is the state responsibility to provide training and technical assistance to local programs on these areas.

Exhibit 3
National Reporting System Data Flow


Site Procedures
Intake
• Teacher
• Student
• Intake Staff
Descriptive Measures
• Demographics
• Goals
• Status
Educational Gain Outcome
• Initial assessment
Update
• Teacher
Participation Measures
• Contact Hours
Educational Gain Outcome
• Progress assessment
Follow-up
• Program staff
• Teacher
Follow-up Outcome Measures
• Placement in secondary education or training
• Obtained secondary credential
• Entered or retained employment
Program
Individual Student Record System
Data Analysis
• Analysis for program management
• State report
• Program performance standards
System Support
• Training of local staff
• Allocate sufficient resources
State
State Database
Data Analysis
• State aggregation of local data
• Reporting
• State performance standards
• Support program improvement
• Other analyses
System Support
• Assessment policy
• Training and technical assistance to local programs
• Quality control
Federal
NRS National Database
Data Analysis
• Aggregation of state data
• Reporting
• GPRA indicators
• Other analyses
System Support
• Enforce policy/regulation
• Training and technical assistance to states
• Quality control for reliable and valid data

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State Role

The NRS gives the state the primary responsibility for implementing the procedures most applicable to its environment and delivery system and ensuring that local programs follow these uniform data collection policies and procedures. States will need to achieve this uniformity through:

- Ongoing staff development of local staff;
- Technical assistance to local programs where necessary; and
- Implementing quality control procedures to ensure that local data procedures are accurate and complete.

In addition, the state must establish an individual student record system employing a relational database for local programs. The design and operation of this system is left to state discretion, as the NRS requires only reporting of aggregated data tables at the Federal level. States are also required to use NRS data to promote continuous improvement of local programs.

A critical element to the NRS is the ability for states and local programs to measure and document learning gains on the educational functioning levels. Due to the variation in each state's instructional emphasis, goals and assessment procedures, however, the NRS allows states to establish their own procedures for student placement and assessment to measure learning gains. Consequently, key state responsibilities are to establish statewide uniform methods of student assessment, provide staff development to local staff on these methods, monitor local programs to ensure methods are followed and provide technical assistance on the methods where needed. The assessment may be a standardized test or performance-based assessment with standardized scoring rubrics. Chapter IV provides further information on this issue.

Federal Role

At the Federal level, the Department of Education's role has been to establish the NRS procedures through an inclusive process that has not only addressed Federal legislation, but has been responsive to state and local concerns and coordinated with Federal partner agencies. The methodology and definitions have been developed and pilot tested and reporting guidelines have been developed. The Department of Education plans to monitor implementation of the NRS, conduct quality control of state procedures and provide ongoing technical assistance and training to states. This training will be designed to support state efforts to train staff and implement the NRS to produce valid, uniform data. Learning to use data more effectively for program improvement and accountability will also be a focus of training as a means to enhance the value of the NRS and encourage adoption and support of the system. Technical assistance materials to states on issues such as local program quality control and assessment procedures will also be provided.

Federal and State Accountability Systems

The NRS includes a set of measures identified by stakeholder groups as central for assessing the performance of the adult education program. The NRS also establishes uniform methodologies for these measures to increase data validity by helping to ensure consistency in collecting measures across states. The objective is to create a national database of information and outcomes about the program to demonstrate its effectiveness and meet WIA accountability requirements. To promote program effectiveness, WIA requires states to set performance standards on the core indicators and ties incentive grants to these standards.

WIA also requires states to evaluate local program performance on these same indicators as one condition of local funding. States may also use any other indicators of their choosing in evaluating programs and making funding decisions. The NRS core measures, collected for national purposes, do not limit or preclude use of other measures. Indeed, the inclusion of the secondary measures in the NRS framework is intended to provide states with additional options on such measures. For example, states that wish to place a greater emphasis on family literacy or community involvement could include the secondary measures in these areas in their evaluation of local programs and fund them according to performance on these measures. Similarly, states wanting to emphasize serving students on public assistance could use the measure of welfare reduction in local performance evaluations.

Nothing in the NRS framework is intended to exclude the use of additional measures in state and local evaluation and funding decisions. While some states may wish to design their entire evaluation systems solely around NRS measures, the NRS measures in other states may be part of a broader set of measures and factors used for performance evaluation and accountability.

Summary of the NRS Data Flow Framework

The NRS is designed to develop a national database describing adult education students and their outcomes. The data include descriptive measures, such as student demographics and goals; attendance hours; and student outcomes, including learning gains, attainment of GED or secondary school credentials, placement in postsecondary education or training and employment-related measures.

Local programs have primary responsibility for collecting these measures using valid, uniform procedures to ensure comparability across programs and must maintain these data in an individual student record system. To ensure that educational gains are standardized, programs must have standardized methods for assessing students at intake and following instruction. In most states, programs must also conduct a follow-up survey on students.

States must ensure that measures of educational gains are meaningful by establishing a standardized assessment system, based on tests or authentic performance. States are also responsible for providing staff development and technical assistance to local programs to ensure measures and methods are collected in accordance with NRS guidelines and implement quality control procedures to ensure data validity. In addition, the state must maintain a state database that includes data from all programs. States are also responsible for data matching procedures when they employ that follow-up methodology.

At the Federal level, the Department of Education has supported the establishment of a national database for adult education by developing the framework and measures for the NRS. Federal assistance will continue through training and technical assistance, development of materials for state staff and by quality control of state data collection efforts. The Department of Education will also maintain the national database of measures.

What the NRS Is Not

While the foregoing section has explained the chief characteristics of the NRS—what the system *is*—one way to clarify it further is to describe what the NRS *is not.*

- **The NRS does not preclude collecting other measures or coding categories.** States and local programs may collect and report on any additional measures desired, as long as the required NRS core measures are also collected. Additional coding categories for measures (such as for ethnicity) may also be collected, as long as the additional coding categories can be combined into NRS coding categories.

- **The NRS does not require a specific type of record system or software.** Local programs may use any software, as long as it includes the NRS measures and coding categories, and can produce the Federal reporting tables.

- **The NRS does not specify a specific assessment or test.** States and local programs may use whatever assessment procedures or tests are appropriate for their instructional approach, as long as both initial and subsequent assessments are administered in a standardized way throughout the state. Further, a state or program may use an authentic or other performance-based assessment, as long as it has a standardized scoring rubric that teachers or assessors are trained to use.

- **The NRS does not preclude using additional educational functioning levels.** To measure educational learning gains, the NRS requires programs to place students in one of six educational functioning levels according to their abilities in designated skill areas (see Chapter II). Programs may use additional educational levels, as long as these additional levels can be directly related to the NRS levels.

- **The NRS does not specify the skill areas to teach or assess students.** To measure learning gains, the NRS describes educational functioning levels in which to place students and assess their progress. The levels describe skills in reading, writing, speaking and listening, numeracy, functional and workplace areas. Local programs, however, determine which areas to assess students and on which to focus instruction.

programs are doing in fulfilling their primary mandate, how learning gains are defined directly affects instructional design, program content, curriculum and assessment.

Educational Functioning Levels

The NRS approach towards measuring educational gain is to define a set of *educational functioning levels* in which students are initially placed, based on their ability to perform literacy-related tasks in specific content areas. After a set time period or number of instructional hours, students are again assessed to determine their skill level. If their skills have improved sufficiently to be placed one or more levels higher, an "advance" is recorded for that student. Chapter II provides the educational functioning level descriptors.

The NRS divides educational functioning into six levels for both ABE and ESL. The levels for ABE are beginning literacy, beginning basic education, low and high intermediate basic education, and low and high adult secondary education. Each ABE level describes the skills in basic reading and writing, numeracy, and functional and workplace skills that a person functioning at that level could be expected to perform. The six ESL levels are beginning literacy, beginning ESL, low and high intermediate ESL, low advanced ESL and high advanced ESL. The ESL levels describe speaking and listening skills, as well as basic reading and writing skills, and functional workplace skills that a person functioning at that level can be expected to perform. States and local programs may use additional or different skills and levels if desired, as long as these skills and levels can be matched to the NRS levels and skills.

At the low and intermediate levels, the basic reading and writing skills are identical for both ABE and ESL. At the higher levels (secondary level for ABE, advanced levels for ESL), the reading and writing skills are designed to be slightly higher for ABE than for ESL, since the adult secondary level is designed to be the highest level. The functional and workplace skills for ABE and ESL also differ somewhat by having a stronger second language focus for ESL. Speaking and listening skills are only described for ESL, and numeracy for ABE to reflect common instructional practice. However, programs may apply the numeracy descriptors to ESL students and the speaking and listening descriptors to ABE students, if the needs of the student and the program's instructional approach warrant this approach.

Local programs should use the following guidelines to place students in levels.

- The descriptors describe what a typical student functioning at that level should be able to do, and are thus *entry* level descriptors. When the student has the skills at one or more levels above the placement level, he or she can be considered as completing that level and can advance to the next level.
- Students do not need to be assessed in all of the areas described in the level descriptors. The local program must decide, in accordance with state guidelines, the skill areas most relevant to the student's needs or the program's curriculum, and assess students in these areas. For example, if a student's goal is to improve reading skills, the reading and writing descriptors would serve as the primary guide for placement; or if the program has a strong life skills emphasis, the functional and workplace descriptors would guide placement.

- If multiple skill areas are assessed and the student has different abilities in different areas, the program should place the student according to the *lowest* functioning level. For example, if a student was at the beginning level in reading and the low intermediate level in numeracy, the student would be placed in the beginning level. The lowest functioning level should also be used to determine educational gain in subsequent assessments.

Assessment Guidelines

To ensure comparability of the meaning of the educational functioning levels across all programs in the state, all programs must use a *standardized assessment procedure approved by the state* when determining students' educational functioning levels. The assessment procedure may be a standardized test, or a performance-based assessment with a standardized scoring rubric. If performance-based assessment is used, the scoring rubrics should be based on objective, observable criteria and program staff should be trained in scoring to ensure that the measures are valid and reliable across programs and students.

To assist in placement decisions, test benchmarks are provided for the levels. Tests included are the Comprehensive Adult Student Assessment System (CASAS—Life Skills or Employability); Test of Adult Basic Education (TABE, Forms 5-6 and 7-8), reading and total math scale scores and grade equivalents; the Adult Basic Learning Examination (ABLE Form E-F), reading and math; the Adult Measure of Essential Skills (AMES, Forms 1-2 for ABE), reading, computation and communication; Student Performance Levels (SPL) for ESL in speaking, reading, and writing; and scores on the oral Basic English Skills Test (BEST). These benchmarks are provided as examples of how students functioning at each level would perform on the tests. The tests should not be considered equivalent, however, and do not necessarily measure the same skills. In addition, these tests are offered only as examples and their inclusion does not imply that these tests must or should be used in the determination of educational functioning levels.

The NRS requires that local programs assess and place all students into an educational functioning level at intake and *at least one other time* during the program year. Programs should administer the initial assessment at intake or within a short period thereafter and administer follow-up or post-test assessments according to state policy. The follow-up assessment should be after a set instruction time, either in hours (e.g., after 50 hours of instruction) or months (e.g., the last two weeks of November, last week of instruction). For the purpose of NRS reporting, the program should use *a different form of the same test* for the follow-up assessment as for the initial assessment, or if a performance-based assessment is used, the student's performance should be assessed in the same area as used for placement. For example, if a student was placed based on performance on a reading task, an equivalent reading task should be used to assess progress in subsequent assessments.

If more than one assessment is administered, the program should use the last assessment given as the basis for determination of the educational level. If no follow-up assessment of the student is made during the program year, the student must be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.

State Responsibilities in Assessment

The NRS gives the state substantial freedom to determine the assessment policy and procedures used by local programs. States and local programs decide the skill areas in which to assess students, the tests and assessment procedures to use and when to conduct follow-up assessments. This flexibility in assessment permits states and local programs to tailor their instructional activities and curriculum to best meet their priorities and the needs of individual students. However, for the educational functioning levels to be meaningful, the assessment needs to be administered in a standardized and consistent way by all programs in each state. If these procedures are not followed correctly or consistently, the determination of educational functioning level will be invalid or not comparable across programs or possibly even within programs, making the data validity questionable.

In summary, the NRS gives states the freedom to determine assessment policy and procedures, as well as responsibility for training local staff on procedures, ensuring that local programs follow state policy and that information on student educational levels is reported consistently and reliably across the state. To implement assessment procedures that produce this type of data, states must do the following.

- Determine the assessments or tests that local programs should follow. These assessments may be standardized tests or performance-based assessments that have standardized scoring rubrics that are observable and objective.
- Train local staff in the proper use, administration and scoring of the chosen assessments and provide technical assistance to local program staff as needed. Training is especially important when alternative or performance-based assessment is used to ensure valid and reliable scoring.
- Establish a policy for when progress assessments are to be administered to students.
- Conduct periodic quality control reviews of assessment procedures to ensure local staff are correctly following procedures. Guidelines on quality control are provided at the end of this chapter.

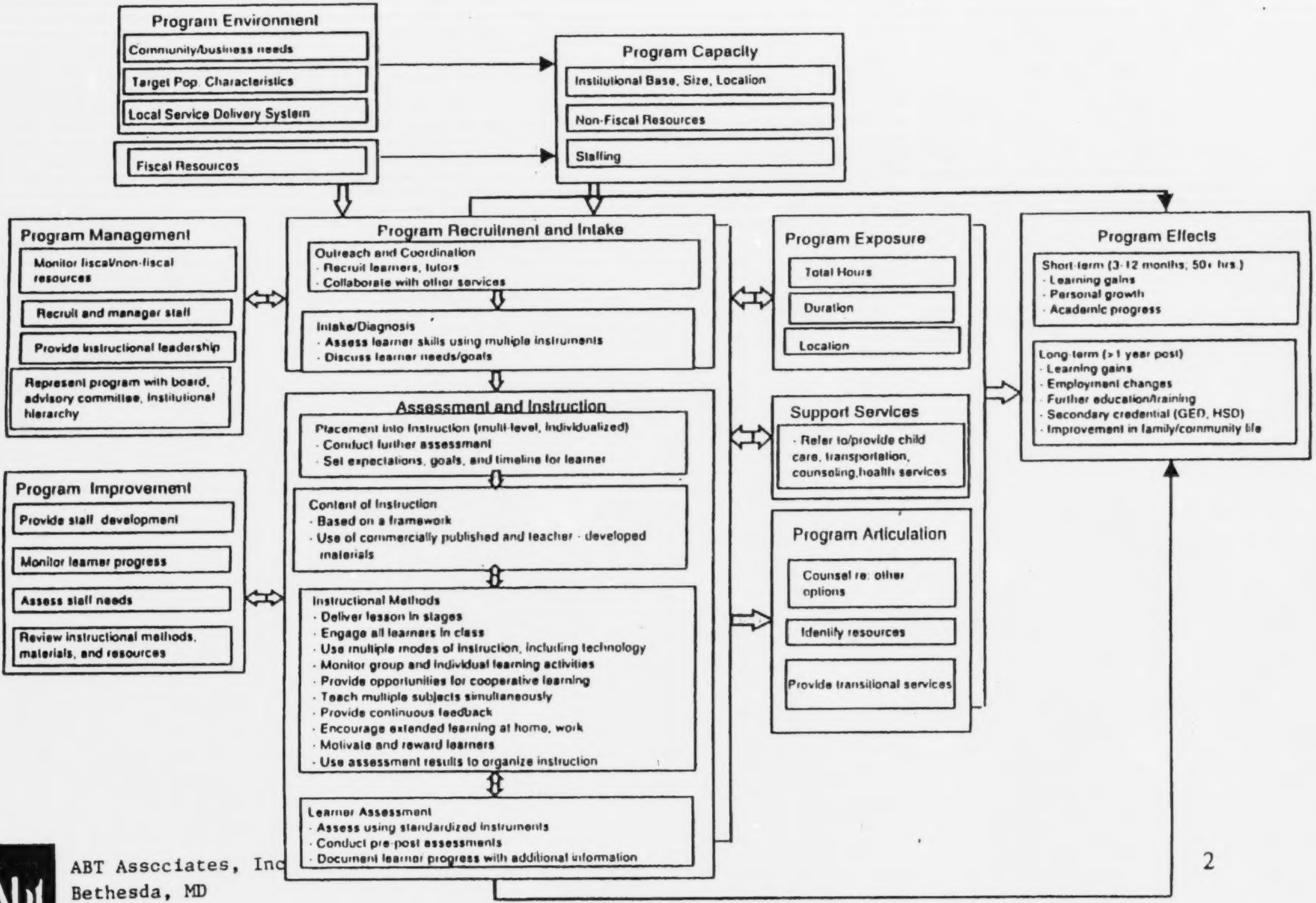
Appendix B: Framework of ABE Program System

Through their study titled "Emerging Practices in Teaching and Learning: ABE," ABT Associates, Inc. has created a framework for the Adult Basic Education Program System. (A copy of this framework is provided on the next page.) The United States Department of Education's Office of Vocational and Adult Education contracted this study, which has Fall 2001 as the scheduled released date for its first published report.

Contact information for ABT Associates, Inc. is:

ABT Associates, Inc.
4800 Montgomery Lane, Suite 600
Bethesda, MD 20814
Web site: http://www.abtassoc.com

Framework of ABE Program System



Program Environment
- Community/business needs
- Target Pop. Characteristics
- Local Service Delivery System
- Fiscal Resources

Program Capacity
- Institutional Base, Size, Location
- Non-Fiscal Resources
- Staffing

Program Management
- Monitor fiscal/non-fiscal resources
- Recruit and manager staff
- Provide instructional leadership
- Represent program with board, advisory committee, institutional hierarchy

Program Improvement
- Provide staff development
- Monitor learner progress
- Assess staff needs
- Review instructional methods, materials, and resources

Program Recruitment and Intake

Outreach and Coordination
- Recruit learners, tutors
- Collaborate with other services

Intake/Diagnosis
- Assess learner skills using multiple instruments
- Discuss learner needs/goals

Assessment and Instruction

Placement into Instruction (multi-level, individualized)
- Conduct further assessment
- Set expectations, goals, and timeline for learner

Content of Instruction
- Based on a framework
- Use of commercially published and teacher - developed materials

Instructional Methods
- Deliver lesson in stages
- Engage all learners in class
- Use multiple modes of instruction, including technology
- Monitor group and individual learning activities
- Provide opportunities for cooperative learning
- Teach multiple subjects simultaneously
- Provide continuous feedback
- Encourage extended learning at home, work
- Motivate and reward learners
- Use assessment results to organize instruction

Learner Assessment
- Assess using standardized instruments
- Conduct pre-post assessments
- Document learner progress with additional information

Program Exposure
- Total Hours
- Duration
- Location

Support Services
- Refer to/provide child care, transportation, counseling, health services

Program Articulation
- Counsel re: other options
- Identify resources
- Provide transitional services

Program Effects

Short-term (3-12 months; 50+ hrs.)
- Learning gains
- Personal growth
- Academic progress

Long-term (>1 year post)
- Learning gains
- Employment changes
- Further education/training
- Secondary credential (GED, HSD)
- Improvement in family/community life

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Appendix C: Suggested Web Sites

Here are some suggested web sites to use as references for obtaining information regarding the topics listed below each site.

NATIONAL INSTITUTE FOR LITERACY (NIFL): http://www.nifl.gov

- Policy and Legislation
- Organizations and Associations
- Publications
- Links and Directories
- National Information and Communication System (LINCS)
  - News and Events
  - Facts and Statistics
  - Literacy Resources
  - Grants and Funding

DIVISION OF ADULT AND COMMUNITY EDUCATION: http://www.tea.state.tx.us/adult_ed.

- Adult and Community Education System (ACES)
- State of Texas Adult Education Plan
- Program Information

Resources

Grants

Statewide Tables

Staff

TEXAS CENTER FOR ADULT LITERACY AND LEARNING: http://www-tcall.tamu.edu

Texas Adult Literacy Clearinghouse

Professional Development Calendar

Especially for Texas Administrators Information & Discussion List

Directory of Texas Literacy Providers

Discussion Lists for Adult Education Teachers

Adult Education Credential Project

CENTER FOR INITIATIVES IN EDUCATION: http://cie.ci.swt.edu/

Professional Development for Teachers New to Adult Education

Project Inter-ALT (Interactively Advancing Literacy through Technology)

VITAL: Volunteers in Training for Adult Literacy

Appendix D: Texas Adult Education Acronyms

AMES	Adult Measure of Educational Skills
AAACE	American Association of Adult and Continuing Education
ABE	Adult Basic Education
ABLE	Adult Basic Learning Examination
ACE	Adult and Community Education
ACES	Adult and Community Education System
ACET	Adult and Community Education Team
ADA	Americans with Disabilities Act
ADP	Alternative High School Diploma Plan
APL	Adult Performance Level

ASE	Adult Secondary Education
ASVAB	Armed Service Vocational Aptitude Battery
AVE	Adult Vocational Education
BBS	Bulletin Board System
CAP	Community Action Program
CAI	Computer Assisted Instruction
CASAS	Comprehensive Adult Student Assessment System
CBO	Community Based Organization
CDBG	Community Development Block Grant
CED	Continuing Education Division
COABE	Commission on Adult Basic Education
DHS	Department of Human Services

DOE	Department of Education
DOL	Department of Labor
ECO	External Credit Option
EDP	External Diploma Program
EFF	Equipped for the Future
ESOL	English for Speakers of Other Languages
ETS	Educational Testing Service
FTE	Full Time Equivalent
GED	General Educational Development
ITV	Interactive Television
HEP	High School Equivalency Program
HSC	High School Completion

HSD	High School Diploma
IEP	Individual Educational Plan
K-12	Kindergarten through High School
LDA	Learning Disabilities Association
LD	Learning Disabilities
LEA	Local Educational Agency
LEP	Limited English Proficient
LINCS	Literacy Information and Communication System
LVA	Literacy Volunteers of America
LWDB	Local Workforce Development Board
NALS	National Adult Literacy Survey
NCFL	National Center for Family Literacy

NIFL	National Institute for Literacy
NLL	Native Language Literacy
NCSALL	National Center for the Study of Adult Learning and Literacy
ONET	Online Employment titles
OSHA	Occupational Safety and Health Administration
QI	Quality Indicators
RFA	Request for Application
RFP	Request for Proposal
SAS	Standard Application System
SCANS	Secretary's Commission on Achieving Necessary Skills
SEA	State Educational Agency
SBOE	State Board of Education

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SPL	Student Performance Levels (for English as a Second Language)
TABE	Tests of Adult Basic Education
TANF	Temporary Assistance for Needy Families
TCALL	Texas Center for Adult Literacy and Learning
TDC	Training Development Corporation
TEA	Texas Education Agency
TESOL	Teachers of English to Speakers of Other Language
TOEFL	Test of English as a Foreign Language
USDOE	United States Department of Education
WDC	Workforce Development Center

CE084405

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Office of Educational Research and Improvement (OERI)
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Educational Resources Information Center (ERIC)

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Author(s):

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